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EXECUTIVE OFFICE
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Charter School Application

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Prepared For The

Board of Trustees Of The

South Shore Charter School, Hull

By

Dovetail Consulting

February 15, 1994

DOVETAIL
consulting

D O V E T A I L
c o n s u l t i n g

February 15, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Secretary Robertson:

Attached is our proposal for the South Shore Charter School, Hull. In it we propose that 40 11th and 12 graders learn via a rich array of interdisciplinary, student-centered projects. Over the past four years of testing in Hull, this model has proven to motivate students to learn by answering the question "Why do I need to know this". This model will teach the team work, communication, and critical thinking skills in demand by business today. These projects will be reinforced by a strong academic curriculum responding to the students pace and motivation. We will be piloting this curriculum in such a way that we test an idea for a supported home study model that we hope to make available regionally in September of 1995. Among the projects being worked on by the 11th and 12th graders will be early childhood development through which an additional 20 Kindergartners and 1st graders will learn via a similar curriculum and educational approach. The two age groups will be together each day for an activity and will have many opportunities to learn from and about each other.

We owe a great debt to the School Committee and Superintendents of the Hull Public Schools for their consistent, strong support in developing and piloting each of the components of this Charter School. The Board of Trustees of the Charter School are committed to continuing to work in close partnership with the exemplary School Committee and Superintendent of Hull to minimize economic damage and ensure that the unique resources and opportunities offered in the legislation creating a Charter School result in improved education for all of the students of Hull. We plan to do this by rotating Hull students and teachers through the Charter School so that they can try out new approaches in a supportive environment and by providing professional development services to teachers and by providing extracurricular enrichment programs to the students.

Sincerely yours,

Timothy Anderson
Administrator
SOUTH SHORE CHARTER SCHOOL, HULL

cc: Board of Trustees, South Shore Charter School, Hull
Parents' Advisory Council, South Shore Charter School, Hull
Hull School Committee and Superintendent
Superintendents and Executive Director, South Shore Educational Collaborative
Board of Directors, Hull Council for Business & Cultural Development
Suffolk University, South Shore Elder Services, Very Special Arts Massachusetts

936 Nantasket Avenue Hull, Mass. 02045 (617) 242-6100 FAX: 925-9818

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application
Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

[illegible]

Name of organization/group filing for charter school status

Contact Person Name:	Timothy Anozenson
Signature:	[illegible] **Date:** 2/15/1994
Title:	[illegible]
Address:	936 Nantasket Ave.
City:	Hull
State:	MASS.
Zip:	02045
Telephone:	617 925-3078
Fax:	617 925-9818

Commonwealth of Massachusetts
Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Timothy Anderson Signature: [signature] Date: 2/15/94
Address: 936 Nantasket Ave City: Hull State: Ma. Zip: 02045 Tel: 617 925-3078

Name: Signature: Date:
Address: City: State: Zip: Tel:

Name: Frederick Pratter Signature: Frederick Pratter Date: 2/15/94
Address: 939 Nantasket City: Hull State: MA Zip: 02045 Tel: 925-1380

Name: MARILYN SEHSTONE PRATTER Signature: Marilyn Sehstone Pratter Date: 2/15/94
Address: 939 Nantasket Ave City: Hull State: MH Zip: 02045 Tel: 925 1380

Name: Signature: Date:
Address: City: State: Zip: Tel:

Name: David T Williams Signature: [signature] Date: 02/15/94
Address: 156 Hampton ave City: Hull State: MA Zip: 02045 Tel: (617) 925-1654

Name: David P Mazzulli Signature: David P Mazzulli Date:
Address: 116 Liberty Ballcir City: Weymouth State: MA Zip: 02189 Tel: (617) 925 3220

Name: Michael J. Savage Signature: Michael J. Savage Date: 2/15/94
Address: So. Sh. Ed Collaborative City: Hingham State: MA Zip: 02043 Tel: 749-7515

If more space is required, please attach additional sheets.

South Shore Charter School, Hull

Charter School Application

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South Shore Charter School, Hull

Part I

1. Mission

The mission of the South Shore Charter School, Hull is to provide each student with an education which fosters initiative, critical thinking, team work, and communication, and promotes life skills for individual achievement in education, career, community, and life.

This mission will be implemented through a student-centered, heterogeneous school that holds out high expectations for each student, teacher, parent, community member, and external business, college, or nonprofit partner organization who are all encouraged to participate as essential to a school environment that is conducive to learning and in touch with market forces. Students will be encouraged to take responsibility for decisions about the operation of the Charter School. Students will be challenged to proceed at their optimum rate of learning. The Charter School will prize initiative and innovation and create an environment of mutual respect where daily successes and mistakes are seen as part of the learning process. Students will make regular interdisciplinary exhibitions of mastery of what they are learning before professionals and experts in their respective areas. The curriculum will be primarily interdisciplinary and project-based with a strong academic underpinning offered by a rich variety of resources.

The Trustees are interested in demonstrating that this approach can be adapted to any heterogeneous school population and result in improved teaching and learning. Our ambition is to improve the teaching and learning for all of Hull's students in a way that does not decrease the Hull Schools' range of services and programs nor increase class size.

We pursue this Charter to be able to fully integrate a wide range of educational experiences which we have been offering as "educational plug-ins" and to further develop our capacity to offer these "educational plug-ins" to schools that would like to experiment with them to provide enrichment and a chance for modeling new approaches in ways that are not threatening to traditional teachers.

The mission of the Hull Public Schools reads: "Our mission in Hull is to provide an education program of the highest quality that prepares each student to develop as an individual, to be a moral person, a socially responsible citizen and a productive member of society". The South Shore Charter School, Hull would represent a different approach to accomplishing the same public mission for the same public constituency. In all ways it will be a public school, it is only different in its entrepreneurial approach to management as encouraged by the Commonwealth in an effort to experiment with new approaches to improve education. We will strive to see that this new public school will continue to reflect credit on Hull as an innovative leader in educational reform. The ideas upon which this Charter School are based have been carefully developed by the Hull Public Schools over the past five years. The R&D period is over. It is time to try the prototype prior to adapting it for use by all of the Hull Public Schools.

2. School Objectives

South Shore Charter School Model

- Student-Centered
- Project-Based
- Apprenticeships
- Communication Skills
- Initiative Taking
- Parent Reinforced
- Leadership Skills
- External Certification
- Student As Worker
- Peer Tutoring
- Heterogeneous Grouping
- Job Incubators
- Technology Dependent
- Community-Dependent
- Interdisciplinary
- Team Work
- Critical Thinking
- Career Preparation
- Serving Community Needs
- Community Service
- Service Learning
- Teacher As Coach
- Cooperative Learning
- Intergenerational Learning
- Literature & Writing
- Exhibitions of Mastery

The academic objectives of this new model are as follows:

1. To better respond to the problems of many American high school graduates needing to be retrained by business because in neither high school nor college have they developed strong skills in communication, team work, and critical thinking.

2. To develop an educational experience that motivates students, answers their question about why they need to learn things, and is based on mutual respect and individual initiative.

3. To find ways to return parents and community partners to a strong role in reinforcing and participating in the education of their children.

To accomplish these objectives, Dovetail decided that all of the projects that would be selected to reinforce and motivate the students learning needed to be interdisciplinary.

Gradually, a series of experiences evolved that depended heavily on expert, community "outsider" to the traditional educational process. These professionals are selected because of their interest in improving education and because they are current with work place requirements of today in the specific discipline areas in which we focused. These external resources include nonprofit organizations, colleges, businesses, parents, and community members.

This new project-based model now has the capacity to assist students in about 85 large and small projects focused in the environmental areas of pond pollution, environmental planning, and recycling; the human service areas of gerontology and access for people with disabilities; and the communications areas of journalism, public relations, and marketing. We are currently developing a new early childhood development area.

The criteria that we have used in selecting the areas for projects included the following: projects that respond to community needs, have sufficient complexity that they would be good educational experiences, be of interest to the participating students, and be an area in which we could build sufficient capacity from our external partners and from our participating certified teachers. We also sought projects in areas that would prepare participants for careers

identified in the "Blueprint" of future job growth developed by the local Regional Employment Board.

In addition to being responsive to market forces in the selection of our projects, we developed the model to prepare the participating students for careers through career planning and reinforcing professional work habits. Their individual contract clearly explains their responsibilities to remain in the *Corps*. For example, *Corpsmembers* know that they can be fired from the *Corps* for not keeping focused on their academic studies. In the first year, each student's contract calls for them to learn the basics and select a "major" area of concentration and related projects. In the second year, the students' contracts call for them to take on managerial roles, show more initiative, and develop projects of their own.

A major focus of the *Corps* is to keep the *Corpsmembers* writing regularly about their experiences. Each one writes an individual weekly and quarterly summaries and they participate in teams writing the annual report. They also write materials for community presentation, press releases, and materials that summarize the findings of the research they have conducted on their project. Under the Charter School, we will reintroduce the notion of a Senior Thesis that will synthesize all that they have learned and defend their point of view on an issue to a group of outside experts. Within the journalism portion, we will be developing a pilot of an "electronic mentor" program to provide external community editors for students via E Mail.

In order to be student-centered, the participating high school students were formed into a Board of Directors to guide the delivery of teaching in a way that they could best learn. The Board meets formally once a week to vote on policy, schedule, amendments to their constitution, non-personnel budget, recruitment, and discipline.

Some of the external certifications that the participants receive include letters from the Board of Selectmen, college certificates, and state certificates for being Community Access Monitors.

At first the projects were developed as "educational plug-ins" for the local high school that were offered after school and on weekends as enrichment programs. Some of these programs granted college credit. Within the first three years, we plan on having our students leave the Charter School with an average of 15 to 30 college credits and a team backing their educational aspirations. For most of them this would be quite different than what they would face without this Charter School.

3. Statement of Need

We begin this Charter School with a strong sense of loyalty to Hull and to all of the students, parents, the School Committee, and the Superintendents of the Hull Public Schools. The Board of Trustees of the South Shore Charter School, Hull are committed to improving the education of all of Hull's students using the unique opportunities provided by the Commonwealth through Charter Schools. We are committed to continuing a strong partnership in minimizing any negative financial impact on the Hull Schools and in fact using the Charter School to leverage new programs and services for all of the students of Hull.

During the past five years, the Hull Public Schools have piloted an amazing mix of innovative and educationally successful programs. These have helped to raise the local schools from a source of concern to a source of pride for the local community. However, even with these strides, the Hull Public Schools are faced with many of the same intransigent problems faced by public schools across the Commonwealth and across the country. These problems can best be summarized as the following challenges:

- How to get teachers to encourage and accept parents and community members as needed players to reinforce the educational mission of the schools?
- How to get teachers to make the major changes required?
- How to change traditional (and sometimes negative) cultures in schools?
- How to increase the expectation of excellence among parents, students & teachers?
- How to answer the students' question of "Why do I need to know this"?
- How to teach the critical thinking, team work, and communications skills that are required by business?
- How to prepare students so that more of them will attend and remain in college?
- How to teach character, initiative, honesty, and the work ethic?
- How do we integrate project-based learning with academic learning when many teachers do not support heterogeneous grouping or are threatened by project-based learning?
- How to capitalize on the strong community interest of professionals willing to volunteer when many teachers are threatened by their arrival?
- How to encourage schools to hear and adapt to the changes in the market place?

We have piloted successful responses to each of these challenges but we have never been able to put them all together.

The Charter School allows us to finally integrate these experiences for interested students. We believe that the potential is very strong. We can help all Hull students.

In addition to helping all Hull students, we also see a range of exciting regional programmatic potentials before us if we are designated a Charter School. We will pilot new models for integrated K-1 education. We will pilot support systems to parents interested in home study. We will seek to develop our interdisciplinary project-based learning pilot at the 11th and 12 grade levels as a regional model for school-to-work transition as well as for community service learning. The Charter School can make successfully piloted programs available to other school districts and to adults from surrounding communities through community education and elder hostels. We plan to open to aggressively market a "junior year abroad" program to juniors from across the 22 school districts from the area represented by the South Coastal Regional Employment Board. We have arranged for the marketing of this program through the South Shore Educational Collaborative. The Charter School will also provide us with the vehicle to offer programs that will help schools throughout the South Coastal region to improve the linkages between the employment and training system and their own educational system. We have begun working with the South Coastal Regional Employment Board and the Massachusetts Jobs Council on this initiative.

Currently, the *Corps* is segregated from the High School. This proposal allows for the reinforcement of the student's needed academic learning by the interdisciplinary project-based learning that has been piloted by the Hull Public Schools through the *Corps*. This will increase the students' motivation and allow them to understand the application of and need for of what

they are learning in the complexity of reality. This combined with the rich array of external resources from colleges, businesses, nonprofits, and the community will inform and challenge the students. The external resources will help the Charter School to develop new ways to teach literature, writing, and foreign languages and reinforce math, and, science, social studies, and English.

4. School Demographics

A. The South Shore Charter School, Hull will be located in Hull, Massachusetts in one of six facilities that are currently being reviewed.

B. The criteria that we are using to identify the location are: the ability to allow for separate spaces for the K-1 and the 11th-12th grade programs; accessibility to people with disabilities; adequate space for maximum community and parent involvement; space for expansion into job incubators; space that is proximate to environmental research sites; space that will be inviting to students from wealthier communities; space from which community programs can offered including elder hostels and college satellite programs; and space that can be used as office cubicles for student project teams and then be opened up for exhibitions of mastery and classroom lectures.

C. Most of our initial student population will be from Hull and will have less economic resources and lower expectations for college and careers than students from surrounding communities. Their educational experience has not prepared them to exercise much in the way of initiative, team work, critical thinking, or communications skills. The students will be predominantly white with the exception of temporary homeless students who the Commonwealth periodically places in two local motels for periods of about three months.

D. We plan to initially have sixty students:

E. Forty 11th and 12 graders and twenty in a K-1 class. This initial size was selected so that if all of the students came from Hull it would be easier to adjust the staffing schedules so that there will not be an increase in class size nor a decrease in services or program.

5. Recruiting & Marketing Plan

The dozen Waxler Journalism 1st year Apprentices of the Hull Environment & Service Corps are working with several professional PR people and journalists under the guidance of Dr. Vicki Karns of Suffolk University. As part of this college credit granting program, the Apprentices are developing a newsletter that will showcase project-based learning. The six second year Apprentices are formed as a PR firm taking on client projects. Their primary client is the *Corps* and the new Charter School. They will handle the print material and marketing strategy that will be used in the outreach to the potential students and their parents.

Each year, about twenty Hull parents request access to the classroom of Dr. Josephine Loughnane who will be the full time K-1 Head Teacher in the Charter School. Most of the twenty present *Corpsmembers* have expressed strong interest in attending the Charter School. We have recently begun holding meetings with interested parents in Hull. We will continue these if the Charter is granted. We have also met three times with 8 of the Superintendents of neighboring school systems to make sure that they would understand the Charter School when parents in their communities ask them. The secondary meeting for these meetings was that after the first year, the Charter School will begin to offer enrichment programs for interested

students from surrounding communities. These will be in the form of weekly sessions, full weeks, full months, and full semesters.

We also expect that once the Secretary has granted the Charter, the media will begin to help us to get the word out. We are ready for this with press releases and considerable past experience in generating positive press to get out our story in the best possible light. One of our messages will be our strong support for and partnership with the Hull Public Schools which strongly supported the conduct of the research and development for this Charter School.

6. Admission Policy

Students for the grades K-1 integrated class will be selected by a lottery from among all Hull students of Kindergarten and First Grade age whose parents or legal guardians express an interest in their being in this class. After all interested Hull students have been accommodated, if any of the 20 seats are still open, there will be a lottery from among similar aged students from other communities whose parents or legal guardian express interest. There will be no admissions requirements.

Students for grades 11 and 12 will be selected by a lottery from among Hull students who express an interest and whose parents or legal guardian express an interest. After all interested Hull students have been accommodated, there will be a lottery from among students from grades 11 and 12 in other communities who express similar interest. There will be no admissions requirements.

These policies further the mission of the South Shore Charter School, Hull by allowing for a test of our educational practices with a truly heterogeneous group of students. We are interested in demonstrating that this approach can be adapted to any school population and result in improved teaching and learning. In our initial drafts, we had included parent commitment as a criteria. Members of the Hull School Committee pointed out that this would create an elite school and work against our ambition to improve the teaching and learning for all of Hull's students in a way that does not decrease the Hull Schools' range of services and programs nor increase class size.

7. Profile of Founding Coalition

7A. Board of Trustees

Timothy Anderson	Hull Parent and President, Dovetail Consulting
Board Chair	Managing Director, Hull Council For Business & Cultural Develop
Administrator	Director, *Hull Environment & Service Corps*
	Special Projects Director, South Shore Educational Collaborative
	Member, South Coastal Regional Employment Board
James Bencivenga	President, Hull Council For Business & Cultural Development
	Former Education Editor, Christian Science Monitor
	Former Special Assistant U.S. Under Secretary of Education
	Former Member, Hull Finance Committee
Jananne Cannon	Apprenticeship Specialist, Dovetail Consulting
Coordinator	Former Director, Suffolk University Management Center

Pamela M. Cooney **Community Educ.**	Dovetail Vice President, Hull Parent, Hull Homeless Coordinator Member Redevelopment Authority and Community Schools Chair
Laura Curran	Crew Leader, *Hull Environment & Service Corps* (Student)
Dr. Elliot Gabriel	President's Liaison, Suffolk-Hull Partnership Associate Dean of Students, Suffolk University
Dr. Walter Johnson	Chairman, Physics & Engineering Dept., Suffolk University
Dr. Candace Julyan **Curriculum Devel.**	Former Director of National Geographic "Kids Net", TERC Freelance Consultant
Philip E. Lemnios	Hull Town Manager and Former Teacher
Eugenia Leonard	Community Service Director, South Shore Elder Services
Dr. Jo Loughnane **K-1 Head Teacher**	Childhood Specialist & Kindergarten Teacher Hull Public Schools Hull Parent
Dr. Francois Martel **Home Schooling**	NASA Scientist, Hull Parent Developer of *Home Schooling Supports* System
David Mazzulli **11-12 Head Teacher**	Head Teacher, Hull Environment & Service Corps Director, Project STRIDE, Hull Jr./Sr. High School
Jean McCluskey	Vice President, Director, Project Management, Stone & Webster
Mike Nuesse, Esq.	Hull Parent, Attorney, and Director, Hull Council For Business & Former Chair, Hull Conservation Commission
Julia Pratter	Crew Leader, *Hull Environment & Service Corps* (Student)
Dr. Michael Savage	Executive Director, South Shore Educational Collaborative
Marilyn Seastone **Internation. Teacher**	Hull Parent Cultural Home Stay Institute Coordinator
Francine Townsend	Partner, Sandcastle Associates, Hull Parent Former Member of Hull School Committee Treasurer of Hull Council for Business & Cultural Development
Dr. Polly Ulichny	Associate Professor, Boston College
David Williams	Environmental Projects Coordinator, Quincy College
Chad Wolfe	Crew Leader, *Hull Environment & Service Corps* (Student)

7B. Group Background

Dovetail Consulting is leading a consortium of students, parents, community members, educators, and organizations including the *Hull Environment & Service Corps*, the Hull Council for Business & Cultural Development, South Shore Educational Collaborative, Suffolk University, Blue Ice International, Fit For Success, Very Special Arts Massachusetts, the Massachusetts Community Service Commission, and South Shore Elder Services.

During the last several years, the Hull Public Schools, Suffolk University, the South Shore Educational Collaborative, Dovetail Consulting, and the Hull Council for Business & Cultural Development have been developing and piloting an innovative alternative interdisciplinary, project-based educational experience for interested high school students that integrates work and learning. Over the last two years, it has evolved into a pilot program called the *Hull Environment & Service Corps*. The *Corpsmembers* receive general background in human services, environment, and communications and then form crews around specialty areas, select and design challenging projects.

We base this proposed Charter School on the educational model that we have found successful with the *Hull Environment & Service Corps*. This model was developed and is managed by Dovetail for the Hull Public Schools. Elements of it have been accepted as a model by the Superintendents of several South Shore school systems for future work by Dovetail with the South Shore Educational Collaborative.

The *Corps* is the first Youth Conservation Corps in the U.S. that is attached to a public high school. The *Corps* seeks to help students become life long learners and active citizens with creative problem solving, team work, communication and workplace skills. Its program is designed to better prepare the participants in developing initiative, leadership skills, and strong work competencies. This program is student-centered education and combines service learning, externally "judged" experiential learning, and interdisciplinary learning that will better prepare students for life, college, and careers.

This proposal has been gradually developed over the past five years. During the past six months, its development has been advised by several meetings with students and parents (alone and separately), School Committee members, the Hull Superintendent of Schools, Hull teachers, professionals from the community, and a wide array of nonprofit partner organizations. Letters of commitment and support are attached along with signed petitions of local community support.

Many of the members of the Board of Trustees first began meeting four years ago about the issues that have resulted in the Charter School as the Advisory Board for the proposed Hull Environmental High School. Others have been meeting together on these issues for four years as members of the Hull Council for Business & Cultural Development. The others helped to develop the *Hull Environment & Service Corps*.

7C. Future Plans

We hope that your designation of us as a Charter School will allow us to attract new partner organizations that have been difficult to recruit because of Hull's location and its absence of any industry or businesses other than restaurants and small stores. We will continue to constantly, aggressively approach new partners as we have for the past five years. We would expect that within three months of designation, we would succeed in recruiting Northeastern University, Quincy College, Massasoit Community College, the University of Massachusetts, and the South Coastal Regional Employment Board. Each of these organizations have been pending for a period of time. We would also expect that we would have far more success with private and public funders than we have had so far.

8. Timetable

We are ready to open the doors of the South Shore Charter School, Hull in September of 1994. We have piloted every aspect of the Charter School and worked with all of the initial staff and many of the initial students.

	1994											1995					
STEPS	**J**	**F**	**M**	**A**	**M**	**J**	**J**	**A**	**S**	**O**	**N**	**D**	**J**	**F**	**M**	**A**	**M**
Finalize Proposal	x	x															
Board of Trustees Meets			x			x			x			x			x		
Continue Separate *Corps*	x	x	x	x	x	x	x	x									
Connect Mentors to *Corps*		x	x														
Meet Charter Resource Center	x																
Dev. Partnership w Hull Comm.	x	x	x														
Gain So.Sh. Ed. Collab. OK	x																
Expand Agreement w Suffolk	x																
Recruit 5 College Consortium	x	x	x	x	x	x	x	x									
Fund Raise	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Hold Public Meetings			x		x		x			x			x			x	
Post for Early Child. Teacher		x															
Form Early Child. Plan Crew		x															
Plan Early Childhood Portion	x	x	x	x													
Orientation of 60+ Mentors								x	x			x				x	
Recruit College Alumni Mentor					x	x	x										
Decide on Building to Rent	x	x	x														
Corps Renovates Building			x	x	x	x	x	x	x								
Solicit Hull Teacher Proposals				x	x	x											
Recruit Other Teachers	x	x	x	x													
New Teacher Pre Planning					x	x											
Parent/Student Recruitment	x	x	x	x	x	x											
Parent/Student Meetings	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Teacher Summer of Paid Prep							x	x									
Begin Charter School									x	x	x	x	x	x	x	x	x

Part I

9. Evidence of Support

At the end of this proposal package, we have included a copy of the survey that we have recently conducted among the students at the Hull Jr./Sr. High School to advise us in the development of this Charter School.

Also attached are signed copies of a petition that we have begun to circulate during meetings that we have had in Hull explaining the Charter School. It does not say the words Charter School at the request of the School Superintendent who has hoped to keep low visibility to minimize any damage from our not being granted a Charter. He also did not want the press to play too strong a role in defining the parameters for the planning of the Charter School.

Also attached are letters of support from a variety of parents, community leaders, and organizational partners who have had direct experience working with the *Corps* over the past few years.

We also attach a list of nearly 80 professional individuals in Hull who have volunteered to be volunteer mentors to help the process. This is significant in a community of about 10,000.

10. Educational Program

The 11th and 12th grade students will work and study together heterogeneously. The school day will be approximately 8:30 to 4:30. As with the Corps, different days will be structured in different days for each individual with time for individual and team work as well as instructional time as a full group. Each day will be filled with work on various complex, interdisciplinary projects that integrate all of the disciplines that we hope to teach (leadership, communication, initiative, critical thinking, team work, character, literature, math, science, social studies, English, foreign languages, technology, phys. ed., art with each student taking the role of project leader. The teachers will be guides and instructors responding to the identified needs of each student. There will be tutorials to reinforce academic learning.

The strictly academic subjects that the students will be taught will mostly be taught by college professors for college credit. Northeastern University has agreed on gerontology, Quincy College will continue with Waste Water Pollution, Suffolk University will continue with Journalism/Communications. Each will also take on other course areas and other colleges will as well. Literature and writing will be reinforced by a team of 50-75 adults from Hull. They will read the same books with students and discuss them and then review their written comments and analysis. This will be coordinated by the Charter School's English Teacher. All subjects will be integrated into the complex projects that the students select just as life calls upon a variety of skills simultaneously. At the beginning of each year, students will analyze SAT and other required tests and help to design the curriculum and projects to compensate for their weaknesses and reinforce their strengths. The students will then have rich resources to draw

upon to assist them as they need. the apprenticeship specialist and all adult resources will challenge students to strive to raise their expectations based on their own needs in the future. The *Corpsmembers* have begun calling college admissions offices to understand their expectations of a new Charter School and how we can best improve our students chances of getting into and staying in a better college than they would if they remained in their current high school. The students will be encouraged to take a college and career preparatory approach to their education. They will be assisted by teachers who are interested in working in a mutually respectful environment characterized by high expectations of each student.

Hull Environment & Service Corps

In late 1992, the *Hull Environment & Service Corps* was formed by Dovetail for the local High School. It is the first Youth Community Service and Conservation Corps in the US that is a part of a public high school.

The *Hull Environment & Service Corps* is a team of twenty students from Hull Jr./Sr. High School who are motivated by helping their community, learning job skills, earning money, and piloting an interdisciplinary, project-based approach to learning. During the school day, two periods are for *Corps* work. The 15 hours of work after school are paid. All *Corpsmembers* earn high school credit while some earn college credit from Suffolk Univ., Northeastern Univ., and Quincy College.

Corpsmembers work with adults from a wide range of professions and organizations in a mutually respectful environment. The young people make most of the policy, budgetary, scheduling, planning, and staffing decisions. The *Corps* is developing a model in which young people can learn critical thinking, communications, and team work along with academic skills. It seeks to provide the answer to the question of "Why do I need to know this?"

Our partner organizations in developing the Corps have been the following: Hull Public Schools, Massachusetts Youth Service Alliance, Suffolk University, Town of Hull Employees, Hull Board of Selectmen, Hull Council on Aging, Hull Disabilities Commissio~, Hull Conservation Commission, Hull Council for Business & Cultural Development, South Coastal Regional Employment Board, Herbert Waxler Trust, Harold Brooks Foundation, Massachusetts Cultural Council, South Shore Elder Services, South Shore Educational Collaborative, and Very Special Arts Massachusetts.

Current *Corps* Projects

- Operation of Hull Recycling Center
- Straits Pond Pollution Study
- Weir Park Planning
- Beach Erosion Profiling
- Making Homes of Elders Accessible
- Minibus Scheduling for Non-Elders
- Annual Elder Needs Survey
- Community Access Monitoring
- Baby Sitting for Public Meetings
- Weir River Estuary Management Plan
- Beach Grass Planting
- Access Ramp Construction
- Weekend Meals Program Coordination
- Tri-Town Intergenerational Program
- Elder Services Kit
- Snow Shoveling for Elders

New 1994 *Corps* Projects

- Fort Revere Maintenance & Repairs
- Hull Tree Planting

- Beautification of HRA Land
- Hull Housing Authority Repairs
- Straits Pond Automatic Sluice Gate
- Gerontology Clubs in Schools
- Accessible Arts Beach Festival
- Operation of Blue Ice International
- Economic Development Marketing of Hull
- Beach Access Ramps
- 1st Hull Elder Hostel
- Marketing Hull Medical Center
- Cultural Access Construction
- Respite for Parents of Needy Children

This submission is mainly driven by the need to integrate the project-based learning with the regular high school academic courses.

Through the *Corps*' project-based learning model, this initiative serves to meet the educational and job training objectives identified by several noted researchers. Curriculum which develops interesting applications such as the survey of the polluted Straits Pond being conducted in Hull demonstrates the tools and concepts presented in class so that students can easily understand why they need to know about economics, social studies, marketing, math, physics, biology, chemistry, hydrology, and communications. Peer tutoring and cooperative learning through group assignments, as well as the use of community resources like the alumni of the consortium of colleges that are working with us are important underpinnings and key to success of our evolving educational programs.

All Corpsmembers are required to participate in team activities to develop their leadership skills. In the Charter School these will be supplemented with ocean rowing programs offered by the Hull Lifesaving Museum and fitness programs offered by Fit For Success to fulfill the State's physical education requirements.

We will use the *Corps* model that Dovetail and the Hull Public Schools have piloted over the past two academic years. We think that we have created a new apprenticeship model that includes the following components:

- Designed to be an integral part of basic education for a broad section of the students;
- Integrates academic and vocational instruction;
- A significant part of education takes place on the job and is coordinated with classroom instruction; and
- Students emerge with recognized and accepted credentials.

As we move toward establishing a Charter School, we need to reinforce how the classics of literature are taught within the School. The basic idea is, of course, to link them wherever possible to the projects on which the students are working. We could also expand our students relationships with their multiple community mentors to include intergenerational groups reading and discussing the same books together.

It is also important for us to continue to build upon our involvement of technology in our projects. So far, the Suffolk University Physics Department has been working with our students as they have researched Straits Pond on entering the research data that they have gathered. UMass has helped us in mapping the data results in relation to sources and results of pollution on the pond. Our students have also used the video conferencing facilities of Stone & Webster to communicate with students at our sister school in Franklin, Tennessee about their respective water pollution studies and local recycling efforts.

Home Schooling Supports

The project-based education that we are proposing provides real life contexts in which students can exercise, coordinate and deepen their skills and knowledge. It provides motivation, references, a preparation to college education and professional life. For such as approach to fulfill its educational potential, a well structured academic support must be provided to the students, insuring that they acquire the required academic skills and knowledge.

For that purpose we will set up and integrate within the Charter School a locally managed *Home Schooling Supports* system covering the complete range of the curricula and providing the teaching structures, resources and materials needed by the students. The local home school system will be implemented initially to support the needs of the Charter School students. At a later stage, we will extend it to other students outside of Hull.

The services provided will ensure that its students get a thorough education in the academic subjects. These services will support and complement the education provided within the students' projects. The 11th and 12th grade curriculum will include mathematics, physics and natural sciences, English, literature, humanities, foreign languages, economics, social studies, history, and geography. The parents of the K-1 class will have the option of having their child stay anywhere from 2 1/2 hours to 7 1/2 hours per year. While all parents will be trained in and encouraged to use the *Home Schooling Supports* system, parents who opt for shorter periods will be especially encouraged to make more use of this.

The *Home Schooling Supports* system will be implemented with the help of local teachers and academics with personal experience with correspondence education. We plan to have them follow the steps below in developing this system. We have segregated these steps into this system so that we can pilot it for future expansion to students who do not actually attend the Charter School.

1. The Charter School staff will prepare a course requirement for and with each 11th-12th grade student or K-1 parent to support and complement the projects in which the student is engaged.

2. Tailored materials will be selected and provided for study. Book selections will involve both teacher and student as a matter of relevance and personal preferences. In some cases, the students' mentors will review the same materials to help reinforce the educational process.

3. For each subject, the Charter School's teachers, external partners, college instructor, and professional resources will provide short abstracts indicating the essential concepts of knowledge the student should retain after studying the academic material. These abstracts will provide road maps to help the student study through extensive materials.

4. The Charter School will define an individual homework schedule with the students. Homework will consist of papers and open problems on subjects studied in the academic courses and derived when possible from the students' projects. Homework may include project reports and related analysis. The schedule will require frequent writing (at minimum a paper a week and a science report / math problem a week). Homework will be reviewed and graded by relevant teachers, external partners, professional resources, and mentors. Constructive feed-back will be provided to the student with the graded work. Work will be graded on content and form and guidance given will be provided to improve weak areas. Unjustified and repeated failure to comply with the homework schedule, or obvious lack of effort in the academic studies will be cause for disciplinary action beginning with exclusion

from paid apprenticeship projects after normal school hours and may result in expulsion from the Charter School.

5. Students will have regular access to their teachers, mentors, professional resources, and external partners through directly scheduled sessions, telephone discussions, team teleconferences, and e mail. Students will be able to forward specific questions to them for rapid and personal feed-back via e mail or FAX. Parents and other community members will also be expected to provide help in some of these studies.

6. The Home Schooling Supports will prepare students for state exams and for entry into higher levels of education and training. Although the school emphasis is on paper writing a and solutions to open problems related to their projects, students will also receive specific training for the standard multiple-choice tests to help them perform well regardless of the type of testing they face.

7. The Home Schooling Supports will collate and archive records of grades and homework and exhibitions of mastery performed by the students. These records will be accessible to the students and their authorized family members and to the relevant teaching and administrative staff. The Charter School will provide certificates and transcripts.

8. The Charter School will be responsible for coordinating actions with Town or State education officials concerning students who would be found unwilling or unable to perform at a specified level.

9. The Charter School will call on external resources when needed for specific education tasks such as some foreign language or special education services.

10. The Charter School will provide counseling services on specific problems related to studying at home and will broker needed athletic and extra curricular services to help include the student studying at home with needed social involvements.

Dovetail Consulting has entered into an agreement with Francois Martel to pilot and implement this home study support system in Massachusetts through the South Shore Charter School, Hull. He retains the rights to his ideas outside of Massachusetts. We have agreed to retain him to work on this project beginning in July of 1995.

Early Childhood Overview

During this same period, the Hull Public Schools has also had a special focus on developing a strong early childhood education program with an emphasis on involving the whole family. Recently, in response to requests from *Corpsmembers*, we have been working to combine these two efforts with a crew of the *Corpsmembers* working with a local kindergarten teacher to develop a program where they will serve as apprentice teacher aides working with the young children in the Charter School. The Superintendent of the Hull Schools has been working with this teacher to develop this model prior to her meeting with the *Corpsmembers*.

The early childhood classroom will involve 20 participants in a combined Kindergarten/Grade 1 learning environment where they will be allowed to progress at their own rates with individualized learning programs. Early childhood learning easily incorporates an arts theme and learning and development activities will be integrated around various arts projects, drawing upon the cultural arts resources of the community. *Corps* participants will work as teacher aides in the classroom along with parent volunteers, college interns, grandparents, and other community volunteers.

Parent involvement in a child's educational development is a critical factor for success and will be sought in a variety of ways. Parent conference sessions will be held at least four times during the year and parents will be encouraged to visit the classroom as teacher aides, learning resources or as observers. A Parent Advisory Board will be formed to oversee the implementation of the early childhood program and the other family learning and support services to be provided. We will also draw upon the Parent Advisory Board to develop a strategy for maximizing positive parent involvement given a variety of family situations so that we are pro-actively reaching out to people who might feel uncomfortable or who might not have the time to volunteer in the classroom. Sessions on parenting issues, family learning activities, and early childhood development will be offered and will be open to any parents in the community, whether their children attend the charter school, the Jacobs elementary school, or other private schools or pre-schools.

Our intent is to become a Family Learning Resource Center for the South Shore area. We are currently seeking partnerships with colleges or other certificate granting institutions so that we might offer a course of study for interested *Corps* members, parents, family day care providers, early childhood teachers, and other community members interested in earning a certificate in early childhood employment areas, earning credit towards a college degree, or just taking a course for their own self-development.

There will be an attempt to include most of the same design principles used with the 11th and 12th graders (such as parent inclusion and student centered, individual progression based on exhibitions of mastery, project-based, interdisciplinary education) with the K-1 class. Dr. Josephine Loughnane is developing the curriculum for the K-1 classes with a team of community members, parents, college education professors, and *Corpsmembers*. She plans to take a leave of absence from the Hull Public Schools as called for in the law if Secretary Robertson approves of the South Shore Charter School in Hull. We plan to have a period of each day when all age groups in the Charter School are together.

The new model that will be in use for the K-1 grades of the South Shore Charter School in Hull will necessitate either gradually extending the Charter School upward in grades or having the Hull Public Schools adapt to appropriately build upon the educational base built for these students and their parents. We will work closely with the Hull Public Schools and the parents to arrive at the best solution for the students and parents.

Early Childhood Curriculum

The year will start with reading Dr. Seuss' "Oh, The Places You'll Go by all students, staff, and parents.

The combined Kindergarten / Grade 1 class will accommodate ten first graders and ten Kindergartners. The curriculum will be arts centered and be based on current research on child development and learning. Just as with the 11th and 12th graders, while the curriculum will stress the three basic R's, an equal emphasis will be placed on an additional three R's: respect, responsibility, and resourcefulness. Just as with the 11-12 group, we will shift to the teacher as coach and the student as worker and focus on project-based learning.

It has long been recognized that kindergarten by nature has an arts-centered curriculum. Kindergartners see art as inextricably a part of all that they produce and share - not just as a visit to a museum or a particular class. Gardner maintains that in an arts centered school, important skills and attitudes can transfer from artistic activities such as: the importance of high standards, passion for your work, and habits of work and mind. Many children find their

primary talents and the sense of self worth from artistic activities. Moving this concept into Grade 1 and above has been difficult in experiments in Hull. This program would present a perfect opportunity to demonstrate to Hull Public Schools how this gap can be bridged. We will also explore with Lesley College their assisting and certifying the older group involved with this project.

Central to the program will be the role of the parents and family in the learning process. Research has proven that achievement gains are most significant and long-lasting when parents are an integral part of the teaching and learning process in preschool program as well as in higher levels. Gains in basic skills are reported when parents directly teach their children and when they are involved in supporting and reinforcing school learning. In addition to working with the children in the classroom, family workshops in the arts science, math, etc., will be ongoing in the evenings and on weekends. It is hoped that there will not exist a separation of school life and outside life.

Just as with the 11-12 group, parents will be strongly encouraged to commit themselves to being an integral part of their child's learning process. Four conferences per year will be help to discuss and plan the child's individualized education plan. Parents will also be asked to serve on the K-1 Advisory Council which will meet once a month. Parents will be encouraged to attend classes at any time either as an observer or as an assistant. We will experiment with having meetings with both groups of parents (11-12 and K-1).

In addition to parent support, volunteers from the community will be sought, including senior citizens and other community members who do not have children in school. Volunteers will also be asked to share arts, crafts, and life experiences with the children. The center will stress life-long learning.

The K-1 class will serve as a laboratory and resource center for all early childhood programs in Hull and surrounding communities. Opportunities will be offered to the 11-12 group and through the South Shore Educational Collaborative for staff development, Office for Children certification, parent training and information center, and other needs as they become known.

Research overwhelmingly supports the merits of non graded classrooms; having 11th and 12th graders learning in the same setting with the K-1 offers unlimited opportunities for mutual benefits. Older students could be responsible for teaching mini lessons, developing case studies for child development classes, offering special help where needed, etc.

Assisting Educational Reform In Hull

The Board of Trustees of the Charter School are committed to working in close partnership with the Hull Public Schools to use the new Charter School to assist the Hull Public Schools in improving the teaching and learning in their schools. The Charter School can assist educational reform in the Hull Schools in the following ways:

1. Give first preference to students from Hull applying to be accepted into the Charter School.

2. Give first preference to certified teachers from the Hull Public Schools applying to be accepted as teachers at the Charter School for two to four years.

3. Have Charter School students assist in instructing in the Hull Schools upon invitation of principal and/or teachers.

4. Open most after school activities of the Charter School to interested students of the Hull Schools.

5. Have Charter School staff and students and external partners offer after school enrichment programs to Hull students in Hull schools.

6. Work with the staff of the Hull Schools to develop new curriculum and approaches.

7. Pilot new curriculum and approaches in the Charter School prior to replication in the Hull Schools.

8. Make available to Hull Schools new community partners who earn the new alternative certification from the State Department of Education.

Charter School Role On South Shore

The Charter School is also interested in attracting students and teachers interested in our type of experience from other communities on the South Shore. We are also interested in providing an umbrella for related satellite programs being offered at nonprofit organizations, businesses, colleges, and schools throughout the South Shore.

We have reached an agreement with the South Shore Educational Collaborative whereby we will work in close partnership to develop a "Junior Year Abroad" experience across the South Shore under the auspices of the Charter School with the marketing, and financing being brokered through the Collaborative.

This partnership with the Collaborative is also based on the fact that the President of Dovetail Consulting is the Special Project Director for the Collaborative helping them to develop their new regional programs in the areas of professional development, sharing curriculum offerings, and school-to-work. Each of these three new initiatives are based on an efficient response to the educational reform act.

Several of the Superintendents on the South Shore have just retained Dovetail Consulting to develop and manage a Saturday School enrichment school for grades 6 - 12 through the Collaborative. All 22 municipalities within the South Shore Regional Employment area have also just retained Dovetail through the Collaborative to facilitate the process of developing a regional math and science initiative including professional development, resource sharing, and working with PALMS to develop partnerships with businesses, colleges, and nonprofits.

College Collaboration

In addition to our project based learning model and our apprenticeship model, through our ongoing review of the materials of the "Consortium For Educational Excellence Through Partnerships", we believe that our collaborative effort to establish a Charter School is also innovative in its endeavor to work closely with colleges to accomplish the following:

- Use the development of this Charter School to improve the quality of education for an entire region by establishing a multi-college consortium to work with and through the administrative structure of an existing municipal educational collaborative;

- Greatly expand awareness of, access to, and use of higher education resources and services among all constituencies of the 480,000 people who live and work in the South Shore of Massachusetts;

- Pool the unique strengths and resources of five institutions of higher education and their alumni to help develop a Charter School and to address a broad range of educational reform issues and needs for an entire region; and

- Provide a cost effective model from which other colleges, universities and school systems across the Commonwealth can draw in their efforts to address school reform and develop new programs.

Currently, Suffolk University has a full partnership with the Hull Jr./Sr. High School and has helped in the development of the Hull Environment & Service Corps and the Charter School. Corpsmembers also take courses for college credit from Suffolk University, Quincy College, and Northeastern University. Negotiations are presently ongoing with Massasoit College and with UMass Boston. We will also work with Harvard to reawaken a prior partnership.

11. Student Performance

To be promoted from each grade level, each student must individually, publicly exhibit a mastery of the following essential knowledge and skill areas:

1. Areas to Evaluate: What we want to happen.

   a. Capacity - thinking and functioning in complexity
   b. Morale pride?
   c. Self-Image
   d. Knowledge
   e. Rapport
   f. Motivation
   g. Curiosity
   h. Listening
   i. Creative Thinking
   j. Problem Solving
   k. Critical Thinking
   l. Basic Skills

      - Mathematics
      - Reading
      - Writing
      - Science
      - Public Speaking
      - Computer Literacy
      - Cultural Literacy

   m. Athletics, health, nutrition, physical fitness

2. Uses of the Evaluation:

a. Tracking basic progress of education
a. Tracking improvements based on changes
a. Motivation
a. Improved morale
b. Improved self image
d. Leverage of greater performance
f. Advocacy with colleges and local employers

3. Suggested Evaluative Measures:

a. # of hours of TV per school week
b. # of family field trips per month
c. # of hours of homework per school week
d. % Attendance
e. % of Drop-out
f. SAT scores
g. NAEP scores
h. INTEGRATED Mastery of skills exhibition
i. % going on to college
j. % College acceptances
k. Job entrance requirements
l. Military entrance requirements
community service?
m. Art portfolio
n. Major threshold oral performance on each subject

4. Potential Evaluative Tools:

a. Focus groups
b. Annual community needs survey
c. Basic skills tests
d. Group process
e. Data gathered on each criterion
f. Evaluation of "Exhibition of Mastery"
g. College entrance performance
h. Job entrance performance
k. Computerized tests - employment, other?
l. Individualized education plans
m. Student - Teacher "contract"

5. Remaining Questions:

a. AP courses and honors programs?
b. How do the Trustees need to change graduation requirements?
c. How to communicate new criteria to colleges and employers?
d. What are the best rewards for student excellence - is this a job for the Marketing Committee?
e. How frequently per year can a student exhibit mastery? At which "passages"?
f. Is it appropriate to have one constant teacher / advocate for each student through all years?

12. School Evaluation

The Board of Trustees will meet every other month and will discuss evaluation materials sent out before each meeting. They will be given samples of the students' work and be invited to the regular exhibitions of mastery by the students. They will hear regular report from the meetings of the two Parent Advisory Councils and from the all student Board of Directors of the *Hull Environment & Service Corps*.

The Charter School will hold monthly meetings with parents and find all ways to involve the parents as much as possible in reinforcing the education of the students.

The staff of the Charter School will coordinate a continuous process of planning, evaluating, and reporting that will include the Trustees, parents, students, staff, and volunteers.

The Trustees will oversee the development of an annual evaluation for the Secretary of Education within criteria established by the Secretary.

We are interested in evaluating the parents and teachers regularly.

Parent Evaluation

Students will learn more when their parents regularly help and encourage them. Parents need to build a positive home environment for learning. They need to show their support of their children, their teachers, and the schools. Teachers need parents to show their support.

As the schools work to increase the involvement of parents in the education of their children, there are a variety of areas that we need to evaluate:

1. Areas to Evaluate: What we want to happen.

    a. Amount of parent direct involvement in education
    b. Amount of parent participation in the schools
    c. Level of general parent support for their schools
    d. Relationship between Hull self-image and improvements in education
    e. Level of parent ease/understanding of how to help in their children's' education

2. Uses of this evaluation:

    a. To improve parent's motivation to help with education
    b. To improve the sense of morale within the system
    c. To track increased parent involvement to correlate with improvements in student learning
    d. To advocate for more parents to be involved
    e. To advocate for increased resources for education
    f. To report to funders on progress in increasing parent involvement

3. Suggested Specific Evaluative Measures:

a. # of hours of homework enforced
b. # of family field trips with student
c. # of teacher conferences attended
d. # of other contacts with teacher
e. # of school days appeared in classroom
f. # of hours of reading/discussing time with student
g. # of times per week you have dinner together
h. # of parents joining the PTO
i. # of parents showing up at teacher conferences
j. # of times the parents bring completed log in
k. # of books read with child
l. # of times parent watched weekly cable homework show

4. Potential Evaluative Tools:

a. Focus groups
b. Questions on the Community Needs Survey
c. Teachers calling or visiting parents at home
d. Teacher + parents share notes on student in bluebook
e. Parent - Teacher "contract" with performance checks
f. Semi-annual questionnaires to all parents from teacher
g. Studies of effect of involved parents vs. non-involved parents on the performance of students
h. Parents keeping a family log that is reviewed with the teacher quarterly (log could include weekly analysis)

Teacher Evaluation

1. Areas to be Evaluated What we want to happen.

a. Team teaching
b. Involving parents
c. Parent support for education in classroom
d. Inter-disciplinary curriculum
e. Morale
f. Professional development
g. Rapport with staff
h. Rapport with students
i. Rapport with parents
j. Projecting positive town image
k. Motivation
l. Creativity
m. Skill at teaching
n. Recruitment of new resources for classroom
o. Improvement of student performance
p. Professional development courses
q. Improved student performance
r. Quality of curriculum developed
s. Quality of curriculum taught
t. Ability to integrate theme into teaching
u. Ability to teach inter-disciplinary curriculum
v. Non-defensiveness
w. Flexibility

2. Uses of the Evaluation:

    a. Measure of improvement of teaching
    b. Basis for new hires and granting of tenure
    c. Basis for awarding of incentives
    d. Basis for professional development
    a. Motivation
    a. Improved morale
    b. Improved self image
    d. Background for greater community support
    e. Measure for improving the curriculum

3. Suggested Specific Evaluative Measures:

    a. # of professional development courses
    b. # of parents in the classroom
    c. # of community resources used in classrooms
    d. # of sick days
    e. Positive peer review by team?
    f. # of hours spent on non-teaching
    g. # of hours spent on related reading
    h. Quality and quantity of communication with parents

4. Potential Evaluative Tools:

    a. Survey
    b. Focus group of parents from the class
    c. Self evaluation
    d. Team evaluation
    e. Demonstration class viewed by supervisor

13. Human Resource Information

Our intent is to make the relationship between the Hull Public Schools and the South Shore Charter School an economic "wash". Teachers from the Hull Public Schools who are interested in participating in the Charter School will be able to come to the Charter School either on a full time leave of absence basis as called for by the law as Jo Loughnane would or at the High School they would come (if interested) for a day a week basis with the High School's schedule being adjusted for the fact that as many as 20% of the 11th and 12th grade students may now have gone to the Charter School. This should eliminate the need to hire new teachers.

Staffing for the early childhood program will be Dr. Josephine Loughnane (early childhood specialist and teacher educator) as the full-time head teacher with a part-time assistant to help broker needed deals, arrange partnerships, prepare materials for participating teachers, and developing needed reports. They would be assisted by part-time aides who are grandparents, parents, College teachers and interns, college alumni, and *Corps* students.

Staffing for the high school portion would initially be similar to that which is now serving the *Corps*: Mr. David Mazzulli, part-time head teacher, Joseph Doniger, part-time science teacher, Mimi Leary, part-time community service and business teacher, Linda Beres, environmental

instructor, Carrie Taylor, human services instructor. Part time foreign language and mathematics teachers will be recruited from the Hull High School to begin working with the *Corps* over the next two months. They will be supplemented by instructors from colleges and local nonprofits in the areas in which *Corps* projects are selected. Timothy Anderson of Dovetail Consulting will be the initial Administrator of the Charter School. He will be assisted by Jananne Cannon of Dovetail and by Julia Pratter a Crew Leader in the Corps and a high school student from Hull currently attending Suffolk University full time. The Administrator will be responsible for overall management, and for developing needed partnerships, external funding and apprenticeships. They would also be assisted by some of Dovetail's other 18 consultants as needed and determined by the Board of Trustees.

We have included amounts in the budget for a variety of services that the Charter School will need to buy from the Hull Public Schools or other area public schools. Among these are the services of the Special Education Director and some of her staff as needed.

Staff Functions

Administrator: Timothy Anderson Dovetail Consulting	Board and Staff Management Fiscal Management Strategic Planning Vision Program Development Partnerships Fund Raising Partnership with Hull Public Schools
Director/Apprenticeship Specialist: Jananne Cannon Dovetail Consulting	Day-to-Day Management Apprenticeship Programs Business Partnerships Project Reports Job Incubator Developer Coordination of Mentor Program
Community Education Coord. Pamela Cooney Dovetail Consulting (Part Time)	Liaison with Hull Schools Requests for Services Community Enrichment Programs Elder Hostel Programs Public Grants Administrative Assistance to K-1 Head Teacher
Grants Writer Sharon Pywell Dovetail Consulting (Part Time)	Tailor Programmatic Proposals for Private Foundations Tailor Programmatic Proposals for Corporations
National Funding Research Catherine Hammond Dovetail Consulting (Part Time)	Research National Private Foundations for Grants Outline Tailoring Requirements/Approach for Each
Bookkeeper Stacy Sutton (Part Time)	Financial Control and Record Keeping Reports to Funders and State Monthly Financial Reports for Trustees

Secretary	Administrative Support as Needed
Mentor Coordinator	Recruitment and Nurturing of Volunteer Mentors/Tutors
Curriculum Developer Dr. Candace Julyan (Part Time)	Integration of Projects & Academics Coordination of Computer Applications Guidance of 11-12 Development of Curriculum
Home Schooling Coordinator Dr. Francois Martel (Part Time)	Reinforcement of Projects by Academics Test Home Study Model Oversee Evaluation of System
Counselor Maureen Quinn (Part Time)	Counseling for students in need
Technology Consultant Steve Hunt Dovetail Consulting (Part Time)	Assistance in Leveraging Technology Resources Assistance In Keeping Current with Technology Assistance in Training Staff and Students as Needed Assistance in Selecting Needed Equipment
Early Childhood Head Teacher: Dr. Josephine Loughnane	Manage K-1 Class Guide High School Early Childhood Projects Early Childhood College Course (Massasoit) Coordination Special Education
K-1 Administrative Assistant	Assist in Parent and Partner Inclusion
High School Head Teacher: David Mazzulli (Half Time)	Physical Education Health Education Leadership General Science
Communications Teacher: Jeff Fuller (Part-Time)	English Education Social Studies Education Communicat./Journalism College Course (Suffolk) Coord. Home Study Support Coordination - English Coordination of 5 Journalism Professional Resources
Field Studies Teacher: Linda Beres (Part-Time)	Environmental Curriculum Liaison with Research Scientists Environmental Studies College Course (Quincy) Coord.
Environment Teacher: Joseph Doniger (Part-Time)	Science Education Math Education Recycling Program Coordination Tennessee Electronic Sister School Coordination Home Study Support Coordination - Science
Environment Resource Nancy Kramer	Assist with Beach Grass and Tree Planting Projects
Human Service Teacher: Amelia Leary	Social Studies Education Home Economics

(Part-Time)	Gerontology College Course (Northeastern) Coordination Access Coordination Coordination of Gerontology & Access Prof. Resources Coordination of All Community Service Learning
Gerontology Resource Christine Bowden	Assist with Project to Help In Homes of Frail Elders
Access Resource Mi-Ra Lee	Assist with Community Access Monitoring
Blue Ice Teacher: Marilyn Seastone (Part-Time)	Foreign Language Education Computer/Technology Occupational Education Business Education Coordination of Foreign Language Teachers
Construction Teacher: James Fitzpatrick (Part-Time)	Occupational Education Industrial Arts Education Youth Build, Hull Program
Architect Ralph LeBlanc	Guide Team Design For Construction Projects
Math Teacher Maureen Bridds or Chris Phalen or Wellspring (Part Time)	Math Instruction and Tutorials

In the budget, you will see part time help from a variety of artists and physical education resources to help round out the education of the students and meet State requirements.

Pamela Cconey and Timothy Anderson are married to each other.

Home Schooling Supports Staffing

There are special staffing demands to develop the *Home Schooling Supports* both as part of the academic content of the Charter School and as a pilot for future expansion to students being taught in the home who would not actually attend. We plan to draw upon the same teachers, external partners, professional resources, and mentors to develop and evaluate this system. Students who attend the Charter School and those who in the future may participate through the *Home Schooling Supports* will also require counseling to help resolve specific problems that they may encounter by studying at home. Administrative support will be needed for keeping academic records and the planned correspondence system. While the staffing is similar for the academic and support services for students both attending the Charter School and those through the *Home Schooling Supports* system; those helping with the home studies could work primarily from their homes or other sites reducing overhead costs.

14. School Governance

A. The Board of Trustees will hold all of the powers of the South Shore Charter School, Hull.

The Board of Trustees will initially contract with Dovetail Consulting to provide management for the Charter School including the Administrator who will initially be the President of Dovetail, Timothy Anderson.

B. The Board of Trustees have been and will always be selected from six groups: (1) Parents of students in the Charter School, (2) Students in the Charter School, (3) Teachers in the Charter School, (4) College, business, and nonprofit partners assisting the Charter School, (5) Educational advisors and community members who have been helping Hull's educational reform efforts, and (6) experienced Trustees from the Hull Council for Business & Cultural Development which will act as the Local Educational Foundation. We are also committed to expand the Trustees with (7) ex officio positions for a member of the Hull School Committee and the Hull Superintendent of Schools.

As called for in the by laws (similar to traditional nonprofit by laws), the Trustees will form a small nominating committee to select appropriate new members and present them annually as a slate for fixed and staggered three year terms on the Board. These slates will be voted on by the Board at its annual meeting. The Board of Trustees will total between 11 and 25 members. There are presently 22 members but we expect that some will not be able to actively participate and that we may form a separate Academic Advisory Board. We hope to be able to add the Hull School Superintendent and a member of the School Committee by the time of the final granting of the charter.

C. The Board of Trustees will have overall charge of the Charter School by setting its policies; approving its curriculum, evaluation, annual workplan, and budget; and by hiring, evaluating, determining compensation for and firing the Administrator. They will create committees as needed and assist in the fund raising and public relations as requested by the Administrator. They shall annually elect from among their members their officers. They may remove Trustees and Officers for reason and fill vacancies until the next annual meeting. The Trustees will also oversee the development of a student code of conduct including a discipline and expulsion policy; personnel policies including the terms and conditions of employment, a management operations plan, and admission criteria for selection of students. They will also have the power of amending the by laws at the annual meeting.

D. The Board of Trustees will always include parents, students, teachers, community members, and representatives of partner organizations in its membership. All of the meetings of the Board of Trustees will be publicly posted and open to the public. The Board of Trustees through its committees and its evaluative role will have regular contact with the students, parents, teachers, and partner organizations.

E. The Board of Trustees will be advised by two formal parent groups composed of the parents or legal guardians of the K-1 grades and of the 11th and 12th grades respectively. These parents will review and make recommendations of the curriculum, evaluation, policies, and workplan. Parents on the Board will also serve as the liaison with these committees and regularly represent their interests. They will also be advised by a Board of Directors of the *Corps* composed of all 11th and 12 graders who decide to compete to be members of the *Corps* for which they will be paid. This Board will guide the policies, workplan, and budget of the *Corps* portion of the Charter School and also make recommendations to the Trustees on the curriculum, evaluation, policies, and workplan.

F. The major underpinning of this Charter School will be the assumption that it really does take a whole community to raise a child. This Charter School will depend upon at least 60 mentors from among the 75 that have already been recruited to reinforce what has been learned in the academic courses. There will also be a strong dependence upon the parents to reinforce in the home what is taught in the school. The community will also be involved

through a wide range of external nonprofit organizations and colleges and businesses as well as panels of research scientists and locally elected and appointed boards and commissions like the Council on Aging and the Disabilities Commission, the Conservation Commission, the Board of Selectmen, Fort Revere Preservation & Park Society, the Hull Lifesaving Museum, Hull Redevelopment Authority, Wellspring Multi-Service Center, Hull Interagency Council, Hull Economic Development Task Force, and the Health Board, and the staff of the Town of Hull. All of these relationships are all in place with the *Corps* and this process has been piloted over the past few years by the *Corps*.

15. Building Options

In addition to continuing to rent the three room Weir River Estuary Field Lab, the Board of Trustees have been exploring five options as sites for the South Shore Charter School. These include the gradual renovation of the main building at the Hall Estates, the initial use of the 2 adjacent office suites of the Hull Redevelopment Authority, the rental of the underutilized temple school on Nantasket Avenue in Hull, the renovation and reuse of the first floor of one or two of the abandoned buildings in Hull of the Metropolitan District Commission Police and Parks Departments. We are also considering the empty jewelry assembly factory house at the corner of L and Nantasket Avenue in Hull. The MDC buildings provide the most exciting potentials for both the proximity to environmental research projects in the Bay and Ocean but also because of their central location for the development of job incubators by businesses as the Charter School develops. These incubators will be staffed by students of the Charter School trained to the specifications of the businesses.

We plan to have our existing construction crew of the *Hull Environment & Service Corps* working with their architect and general contractor, to renovate the selected space to meet code and be ready to serve classes in September.

South Shore Charter School/Hull
and the
Hull Environment & Service Corps

Hull School Committee

Board of Trustees

Hull Council for Business & Cultural Development (Local Education Foundation)

Parents Advisory Councils (2)

Corps Board of Directors

Superintendent of Schools

Adminstrator

Counsellor

Special Education Director

Grants Writer

Management Team

Mentor Coord.

Community Education Coordinator

Spec. Ed. Staff

Bookkeeper

Coordinator Apprenticeship Spec.

Secretary

Curriculum Developer

Fund Research

Technology Con

Home Schooling Coord.

K-1 Head Teacher

11-12 Head Teacher

Rowing & Fit

College Interns

Communications Teacher

Human Service Teacher

Field Studies Teacher

International Teacher

Construction Teacher

Parents

Parents

Parents

Science Teacher

Parents

Math Teacher

Admin. Asst.

Mentors

Mentors

Parents

Mentors

Architect

Mentors

Mentors

Parents

Partner Organiz.

Partner Organiz.

Mentors

Partner Organiz.

Partner Organiz.

Massasoit

Suffolk Univ.

Northeastern

Partner Organiz.

Suffolk Univ.

Youth Build,-Hull

Prof. Resources

Prof. Resources

Prof. Resources

Suffolk & Quincy

Prof. Resources

Prof. Resources

Prof. Resources

Art Teachers

Corpsmembers

Prof. Resources

Corpsmembers

Corpsmembers

Corpsmembers

Corpsmembers

Corpsmembers

Community Service Volunteers

Part III

16. Code of Conduct

The one page contract that the students and staff developed for the *Hull Environment & Service Corps* is attached. The Code of Conduct for the Charter School will be similar and be developed with the students and then signed by them and by their parents.

The disciplinary process would be based on those employed in many businesses with verbal warnings followed by letters of warning with clear explanations of how to improve. The next disciplinary step would be to be financially docked and then removed from the paid portion of the Charter School experience in the *Hull Environment & Service Corps*. This can happen for non-inclusive behavior, consistent negativism, doing something that is wrong, for repeatedly breaking his or her signed contract, or simply not keeping up with your academic school work.

Students can be expelled or suspended for behavior that repeatedly and substantially goes against their signed contract. This would include drugs, alcohol, or physical abuse.

17. Special Needs Students

The *Corps* has successfully integrated special needs students in the past. The model is conducive to helping them as well as gifted and talented students. The Charter School will contract for special needs services in the same way that the Hull Public Schools do. The budget calls for funds being spent to retain the Hull Public Schools Special Education Director and some staff to help when needed. Dr. Josephine Loughnane who will be one of the only full time employees of the school is certified in special education.

The home public school district of 766 students attending the Charter School will provide accessible transportation.

We have a large question about what happens if an individual with multiple handicaps wishes to attend the Charter School. The South Shore Educational Collaborative currently charges about $24,000 to the home district for the education of such a student. Based on $5,250 per student, we would not be able to pay for this level of services.

18. Funding

The start up budget that is outlined below covers the first full 12 months of operation from July 1, 1994 through June 31, 1995. There are marketing, recruitment, planning, and start-up costs prior to that period that are being covered by the *Hull Environment & Service Corps* and by the Hull Public Schools.

The projects of the Charter School and its related *Hull Environment & Service Corps* plus the academics of the pilot of the *Home Schooling Supports* system require extensive technology and new resource books and curriculum materials. We are estimating $200 per student and $400 per teacher for materials and books per year. This assumes that both make extensive use of public and college libraries. Our initial estimates are that we will need at least 10 computers plus phones, a FAX, printer, and a copier. We will also require office furniture. The 11th and 12 grades will require office and laboratory set-up while the K-1 will require more traditional classroom furnishings.

For each project, community or partner professional resources will be paid $35 per contact hour. The adult crew leaders or new teachers who are not part of the Hull Public Schools assisting with each project will be paid $10-20 per hour.

Item	Municipalities	*Corps*	Grants	In-Kind
Administrator Dovetail	$16,000	$14,000	$10,000	$0
Hull School Superintendent	0	0	0	5,000
Hull Special Educ. Director	5,000	0	0	0
Hull Special Educ. Resources	5,000	2,000	2,500	0
Suffolk Liaison	0	0	0	20,000
Collaborative Outreach Staff	0	0	0	10,000
Coord./Apprentice. Spec. Dovetail	18,000	14,000	4,000	0
Curriculum Developer (s)	5,000	2,000	5,000	0
Community Education Dovetail	4,000	3,000	4,000	0
Grants Writer Dovetail	4,000	3,000	4,000	0
National Funding Researcher	1,000	1,000	1,000	0
Secretary	4,000	3,000	3,000	0
Bookkeeper / Audit	6,000	4,000	5,000	0
Community Mentor Coordinator	2,000	1,000	1,000	0
Home Schooling Coord./Eval.	2,000	2,000	2,000	2,000
Counselor/Psychologist	5,000	2,000	2,000	0
Technology Consultant	5,000	2,000	4,000	2,000
K-1 Head Teacher	40,000	10,000	0	0
Early Childhood Admin. Aide	7,500	2,000	2,000	0
Childhood College Interns	2,500	2,000	2,000	5,000
Childhood Prof. Resources	2,500	2,000	3,000	5,000
Massasoit Partner	0	2,000	2,000	2,000
11-12th Gr. Head Teacher	12,000	7,000	0	0
Comm. Service Reflection Aides	4,000	2,000	2,000	0
Art Teacher / Artists	4,000	2,000	2,000	0
Rowing Program	2,500	2,000	2,500	0
Fit For Success Program	3,000	3,000	3,000	3,000
Construction G. C. Teacher	7,000	3,000	3,000	8,000
Construction: Architect	3,000	3,000	3,000	1,000
Construction Prof. Resources	2,000	1,000	1,000	3,000
Youth Build Hull	0	1,000	5,000	3,000
Math Teacher	5,000	3,000	5,000	5,000
Human Service Teacher	8,000	4,000	4,000	0
Northeastern:Gerontology/Access	2,000	2,000	2,000	2,000
External Gero/Access Resources	5,000	4,000	5,000	10,000
Field Studies Teacher	5,000	9,000	5,000	0
Science Teacher	8,000	4,000	4,000	0
Park Planning Project Coord.	2,000	4,000	5,000	25,000

Suffolk/Quincy - Environment	2,000	2,000	2,000	2,000
Environment Prof.Resources	2,000	5,000	0	5,000
International Teacher	5,000	3,000	5,000	10,000
Suffolk University	2,000	1,000	2,000	5,000
Blue Ice Prof. Resources	2,000	1,000	2,000	5,000
Communications Teacher	0	0	11,000	0
College Instruct-Communications	0	0	4,000	0
External Commun. Resources	0	0	6,000	4,000
Project Materials	5,000	5,000	10,000	10,000
Charter School Supplies/Print	10,000	7,000	10,000	10,000
Equipment	10,000	3,000	20,000	5,000
Lunches / Refreshments	14,000	3,000	1,000	0
Transportation	3,000	2,000	1,000	0
Insurance	8,000	2,000	1,000	0
Facilities Rental/Utilities	6,000	4,000	1,000	8,000
Phones, Refreshments, Regist.	3,000	2,000	1,000	0
Colleges/Certifications	1,000	4,000	5,000	15,000
HS Student Work Stipends	0	58,000	0	7,000
HS Student Scholarships	0	36,000	0	20,000
Community Mentors	0	0	0	50,000
Parents in Home Schooling	0	0	0	50,000
Professional Development	20,000	4,000	20,000	5,000
Contingency	15,000	0	0	0
TOTAL:	$315,000	$267,000	$210,000	$322,000

B. Five Year Budget

We are assuming that earned income will increase as the educational plug-ins become more defined and visible through the press.

The budget assumes the growth of program that will be funded by JTPA and in the areas of school-to-work, apprenticeship and community service.

We are also assuming a gradual expansion of the number of students attending the Charter School and a more rapid growth in the number of students enrolled in the *Home Schooling Supports* system.

C. Projected Income 7/1/94 - 6/31/95

Source	Assumptions	Amount
Funds from Municipalities	60 at $5,250 each	$315,000
Federal and State *Corps* Funding	Expanded *Corps*	$200,000
Grants	State? Others	$178,000
Partners (In-Kind)	Mostly *Corps*	$185,000
Parent Tuition	None Allowed in Law	$0
State and Federal	School-to-Work	$50,000
JTPA	Summer	$50,000
State Dept. of Ed.	Elem. Educ. Services	$50,000
TOTAL:		$1,019,000

19. Accountability

A. We expect to have the project teams of students develop the annual report for the Secretary to specifications set by the Trustees. Summaries of the report will be disseminated widely by the communications team of students.

B. The Trustees will receive monthly reports on the financial status of the Charter School. The Treasurer will see that an annual audit is conducted and that reports are supplied to all local, state and federal funders. and regulators.

C. The Secretary will see that a safe and accurate system is established for maintaining records and certificates and scholarship funds for each student so that they will have accurate transcripts to use in applications for jobs and to colleges. We will keep copies of all advanced placement certificates and letters earned as well as exhibitions of mastery for the students to use in claiming their college advanced placement credit.

20. Transportation

Students from Hull being transported during regular school transportation times will be transported by regular Hull school buses. Transportation to project sites and field trips and at non-regular times will be provided in a minibus contracted by the Charter School.

Non 766 students from Towns other than Hull will be responsible for their own transportation.

21. Liability and Insurance

Insurance Coverage Plans

We are exploring costs of the limited liability insuracne, Directors' and Trustees insurance, fire and theft and automobile insurances. We would welcome your list of contacts for technical assistance.

Building and Fire Inspections and Health Code Compliance

We have to decide on our final choice for a building first.

22. Governance Documents

School Constitution: Are models available?

By Laws: Drafted similar to a nonprofit organization

Contracts: What does this mean?

Articles of Incorporation: Have just begun. Are these similar to standard nonprofits?

D O V E T A I L
c o n s u l t i n g

Project-Based Learning Steps

1. Form work group of staff and external resources to develop project.
2. Design program around a direct connection to potential careers of each student.
3. Design projects around real community need/issue.
4. Summarize project-based learning pilot using the attached form.
5. Summarize the proposed seminar or apprenticeship topics for student recruitment.
6. Recruit and involve external instructors.
7. Seek external private funding.
8. Recruit teacher involvement as student liaison and student recruiters.
9. Involve external mentors with experience or expertise in apprenticeship area. They can also serve as "reality" judges for exhibitions of student mastery.
10. Arrange for external "real" credit or certification to reward students' mastery.
11. Manage pilot with school's administration.
12. Recruit student involvement (have appropriate teachers select finalists).
13. Follow a professional letter/resume/interview process for students to enter the program.
14. Involve students in design and management of program and projects.
15. Motivate students to keep up with academic assignments to stay in program.
16. Find ways to integrate experiential projects with the students' academic learning.
17. Secure public press coverage and means for public knowing of students' mastery.
18. Give free college credit upon successful completion.
19. Design multi-tiers to promote students as they progress.
20. Have students evaluate selves, instructors and improve next pilot.

1/17/94

936 Nantasket Avenue Hull, Mass. 02045 (617) 242-6100 FAX: 925-9818



D O V E T A I L
c o n s u l t i n g

1994 Experiential Project Summary Form

Project Title: _____

Your Name: _____ Today's Date: _____

Principal External Expert: _____ Funding Needed: _____

Participating Teacher(s): _____

Issue(s) to be Addressed: _____

_____

Describe Exhibition of Mastery: _____

_____

Connection with Work Place: _____

External Experts/Coaches/Partners: _____

Role for Community/Parents: _____

Method of Recruiting Students: _____

Describe Community Service Project(s): _____

Describe Community Education Aspect(s): _____

Describe Inclusion of Technology: _____

Recognition if Mastery is Exhibited: Yes ☐ No ☐ Certification: Yes ☐ No ☐

Preparatory Value(s): Life ☐ Jobs ☐ College ☐ Other: _____

Locale: Elective ☐ Integrated ☐ After School ☐ Comm. Schools ☐ Saturday School ☐

Courses: English __ Math __ Science __ For. Lang __ Soc. Study __ Health ___ Art ___

Relation to Senior Year: Participate ☐ Thesis ☐ College Credit ☐ Other _____

Plan for Evaluation: _____

Plan for Dissemination of Findings: _____

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D O V E T A I L
c o n s u l t i n g

Coaches For Organizational Change

Since 1983, over 275 corporate public affairs departments, foundations, nonprofit organizations, trade associations and government agencies have come to Dovetail because of our reputation as a change catalyst. Our 20 consultants specialize in strategic planning, public affairs, and fund raising. Dovetail works with clients in ways that make each component of each client's overall strategic plan complement the others. We assess, strengthen and integrate.

Though we use three names for what we do -- program development, strategic planning and fund raising -- each of these functions is so intimately related to the others that they are best addressed together. A fund raising campaign has much more certainty of success, for example, if it rests on a strong management structure; an individual program gets full organizational support if it responds to a clear agency mission; an organization grows and attracts support largely because people know what it does. Dovetail helps its clients to evaluate their situations and build strength in all these areas.

Organizations do not exist in a vacuum. Our broad experience with collaborative initiatives has often involved linking compatible clients to address shared challenges. We have often mediated between agencies as well as within them.

Our clients use Dovetail Consulting's 20 consultants to help them to plan and succeed. We help our clients expand their vision, sharpen their focus, implement changes, grow and receive more credit and recognition for their accomplishments. We have helped corporations and foundations to **give** smarter, nonprofit organizations and start-up companies to **spend** smarter, and social service and educational institutions to **serve** smarter.

In all cases our priorities are integrating, mediating, collaborating, connecting -- in short, dovetailing. Our name reflects our greatest strength -- we creatively fit together the tailored pieces needed to respond to complex public issues in such a way that the pieces remain solidly together.

936 Nantasket Avenue Hull, Mass. 02045 (617) 242-6100 FAX: 925-9818

Program Development

Do your constituency and customers understand your services and positions on public issues? Are there clear lines of communication between you and your community? How is your organization perceived, and how do these perceptions limit or leverage what you are able to accomplish? How does government impact your work? And most importantly, what can you do about the answers you get to these questions?

Program Development should not be an afterthought. Creatively developing responsive programs can dramatically improve the way your organization functions and its capacity for growth. We have strong capacity in gender bias and multi-cultural issues.

Sample Services

* Build strategies and partnerships on public issues
* Organize visible public meetings on policy issues
* Generate publicity for your programs and donations
* Strengthen public support and credibility for your project
* Mediate among competing community interests

Recent Consultancies

* Developed a public policy document for a large human service agency to use in negotiating with a new state administration.
* Built a consortium of nonprofits to assist a developer in converting a large condominium to a senior life care use.
* Guided public relations professionals in the development of a communications plan for a major public/private partnership.
* Conducted a series of community focus groups to develop a community policing strategy for a major urban area.
* Guided a church committee in planning, designing, funding, and securing needed permits for a new $2 million building.
* Developed a first advocacy agenda for a metropolitan nonprofit organization.
* Surveyed members of regional trade associations to shape new plans for more aggressive roles in public policy.
* Developed program for and drafted Massachusetts Small Cities Program proposal for a municipality.

Strategic Planning

Many of the clients of Dovetail Consulting have come to a point in their development when they recognize that change is necessary. Perhaps they are growing more quickly than the organization's infrastructure can support, or they have not grown in ways they had hoped. Planning is the most appropriate and difficult response to such organizational tension. In most cases, an outside perspective can make it possible to see innovative solutions to old challenges. This outside voice can also be an objective pace-setter, mediator, coach, honest evaluator and catalyst.

Sample Services

* Reorganize to better reach your mission
* Strengthen all or part of your strategic plan
* Coach Board and staff in managing needed changes
* Evaluate management and program effectiveness
* Reposition organization to respond to fiscal crisis

Recent Consultancies

* Developed a business plan for fashion designers from the Ivory Coast interested in selling their products in the US.
* Guided a group of 50 public school superintendents in refocusing the strategic plan for their trade association.
* Developed and coached the implementation of a strategic plan for a total renaissance of a troubled public school district.
* Worked with a mid-sized arts group to complete an annual update of their strategic plan and fund raising strategy.
* Developed a program to replace cut client services due to decreased state funds to a major human service organization.
* Created and guided a successful plan to recruit 80 companies to help improve the managers of a major city's government.

Fund Raising

Fund raising is an increasingly expensive, and necessary, component in the lives of most nonprofits and many businesses. Approaching fund raising strategically ensures that it reflects your organization's mission and character. It also targets and attracts the most support with the least drain. This challenging part of administration and planning demands support from every part of your organization - board, staff, financial supporters, investors, clients, and/or audience -- each group must be moved if fund raising plans are to succeed. And they must be reached with a broad range of information. Dovetail helps its clients put these pieces in place, and then go on to make and implement fund raising plans that work.

Sample Services

* Create fund raising and cause-marketing strategies
* Build programmatic vision and budgets for your organization
* Write private and government proposals and support materials
* Implement international or capital campaigns
* Conduct evaluations of prior fund raising strategies

Recent Consultancies

* Developed a plan for a department of a major educational institution to develop a corporate sponsorship program.
* Coached the new fund raising staff of a small, statewide arts and education organization.
* Developed and implemented the capital and programmatic fund raising campaigns for a park and environmental field lab.
* Drafted successful federal grant proposals for a city's drug prevention programs involving the efforts of many organizations.
* Guided team efforts in successfully soliciting hundreds of grants and donations including a government grant for $5 million, two foundation grants for $500,000, and an individual gift of $100,000.

Current Dovetail Consultants

Timothy Anderson, **PRESIDENT**, has served as President of Boston Harbor Associates and of the Massachusetts Cultural Alliance. He was the New England chief of staff for the National Alliance of Business, Director of Boston's zoos, and on the staffs of Ralph Nader, Tip O'Neill, Ted Kennedy, and Jimmy Carter. He is Special Projects Director for South Shore Educational Collaborative and Director of the Hull Environment & Service Corps. He chairs the Hull Elder Access Coalition, and the W. Seavey Joyce, S.J. Community Service Award. He is the Managing Director of the Hull Council for Business and Cultural Development and on the South Coastal Regional Employment Board.

Pamela Cooney, **VICE PRESIDENT**, was the Director of Planning for the Boston Parks and Recreation Department, Program Developer and Grants Officer for the Boston offices of: Intergovernmental Relations, Community Schools, and Cultural Affairs. She chairs Hull's Community Schools Program and chaired the Hull Main Street Association. She is an officer of the Hull Redevelopment Authority and was an officer of the Hull Design Review Board. She is active in the PTO and has an MBA from Boston University.

Consultants

• Christopher Akeley	• Proposal Writing
• Kathryn Benjamin	• Capital Campaign Staff
• Sidney J. Brien, Miami	• Evaluation & Planning
• Jananne Cannon	• Employment Apprenticeships
• Marjorie L. Freundlich	• Organizational Devel. & Gender Bias
• Diane Halperin	• Grantsmanship & Program Design
• Catherine Hammond	• National Funder Research & Planning
• Kate Hickok	• Media Productions
• Stephen R. Hunt	• Project Management & Public Affairs
• Diane J. Johnson	• Organizational Development
• Barbara C. Lyon	• Public Affairs Research & Logistics
• Sophie Pirie, San Francisco	• Leadership Development
• Sharon Pywell	• Proposal/Brochure Writing & Planning
• Paul Rathbun	• Fund Raising & Corporate Relations
• Regina Harte Ryan	• Public Relations
• Leslie Long Sawin	• Strategic Planning & Training
• George Smart, LICSW	• Drug & Substance Abuse Treatment
• Kathryn Wheeler	• Gender Bias

Joint Venture Partners

• K. Ladd Ward + Co.	• Market Survey Research
• Planners Collaborative	• Planning & Public Participation
• QL Consultants	• Meeting Facilitation
• Saint Communications	• Public Relations, Publicity & Press
• Sandcastle Associates	• Facility Development & Management

Selected Dovetail Clients

Business

Horizons Life Care Community
Hull Council for Business Devel.
The Boston Globe Foundation
State Street Bank + Trust Co.
Boston Management Consortium
Conran Roche (Scotland)
Meh International Fashion
The Boston Globe Newspaper

Government

Mass. Dept. of Public Health
City of Brockton
City of Boston
Town of Hull
Mass. Department of Education
Boston Police Department
The Lowell Plan
Nat. Endowment for Humanities

Health

Neponset Health Center
Carney Hospital
Mass. Assoc. of Health Boards
Geiger-Gibson Health Center
East Boston Neighborhood Health Center
Mass. League of Community Health Centers
Fenway Community Health Center
The University Hospital

Education

Boston Public Schools
Burlington Public Schools
Brockton Public Schools
National Academy Foundation
South Shore Educational Collaborative
Hingham Education Foundation
SE Mass. Superintendents' Center
Wentworth Institute of Technology

Human Service

Boston Children of War
Roxbury Multi-Service Center
Cambridge Family + Children Serv.
Fund for the Homeless
Catholic Charities of Boston
South Shore Elder Services
Project Turnabout
A.B.C.D.

Culture

Arts In Progress
Provincetown Museum + Memorial
Mass. High School Drama Guild
Massachusetts Cultural Alliance
Very Special Arts Massachusetts
Lighthouse Preservation Society
Boston Opera Theater
The Boston Dance Umbrella

Environment

National Zoological Park
Boston Parks and Recreation
Save the Harbor / Save the Bay
Boston Voyages in Learning
Boston GreenSpace Alliance
New England Wildlife Center
Boston Natural Areas Fund
Environmental Lobby of Massachusetts

Selected Education Clients 1983 - 1993

- Action for Boston Community Development
- Arts in Progress, Institute for Education Through the Arts
- Blue Ice, Antarctica for the Children
- Boston English High School - Fenway Program & Harvard Collaboration
- Boston Private Industry Council
- Boston Public Schools / Boston Educational Development Foundation
- Boston Urban Youth Foundation
- Boston University School of Communication
- Boston Voyages in Learning
- Brockton Public Schools
- Burlington Public Schools
- Eastern Massachusetts Foreign Language Administrators
- Educational Equality Project - Foreign Language Teachers
- The Farm School
- Fit for Success
- The Harvard Crimson
- Harvard Graduate School of Education - English H.S. Collaborative
- Hingham Education Foundation
- Hull Public Schools
- "I Have A Dream" - Boston, Inc.
- IMPACT II - The Teachers' Network
- Information Center for Individuals with Disabilities
- International School of America - International Honors Program
- Quest ! (Math & Science Publishing)
- Learning Disabilities Network
- Mashpee Public Schools
- Massachusetts Department of Education - Homeless Education & PALMS
- Massachusetts High School Drama Guild
- Massachusetts Pre-Engineering Program
- Massachusetts State High School Science Fair
- Massachusetts Institute of Technology: PALMS/Communications Consortium
- National Academy Foundation
- National Coordinating Council of Educational Opportunity Associations
- New England Center for Autism / Efficacy Research Institute
- Norfolk Student Alliance Against. Racism/Ma. Youth Action Network
- Perkins School for the Blind / Perkins Project With Industry
- Quincy Public Schools: Bernazzani School
- School Volunteers of Boston, Boston Partners in Education
- SEA HULL, Hull Local Education Foundation
- Southeastern Massachusetts Superintendents' Center
- South Shore Educational Collaborative
- Thomas Jefferson Forum
- Training, Inc.
- Very Special Arts Massachusetts
- Wentworth Institute of Technology
- Whitman-Hanson Regional School District
- Women's Technical Institute

D O V E T A I L
c o n s u l t i n g

A Sample of Timothy Anderson's Role in Educational Reform

The Hull Public Schools, Massachusetts

- Guided the 1989 planning process and drafted the 1st strategic plan that has guided the extensive administrative and curricular reforms in the Hull Public Schools;
- Helped form several of the theme schools' advisory boards. Since 1989, he has volunteered as the chair of the advisory board for the Environmental High School;
- Identified and secured several college, business, and nonprofit partners for the Hull Public Schools and for Hull's four individual theme schools. This includes a comprehensive partnership with Suffolk University;
- Worked with teachers to help them use new models and partnerships;
- Helped to develop the idea and programs for the Hull Community Schools;
- Secured regular school use of a private field lab along the Weir River Estuary;
- Developed and wrote several successful programmatic grants generating over $525,000 for the Schools and trains staff and facilitates a grants team of teachers and administrators to identify, solicit, and track, potential funders;
- Developed and guides several project-based learning pilots to increase student excellence and motivation through projects on: distance learning, pollution studies, journalism, recycling, gerontology, Antarctica, access for people with disabilities;
- Developed and directed the Town's 1992 $35,000 field research project on the pollution and midge infestation in Straits Pond involving adult and student volunteers as consultants under the guidance of eight research scientists;
- Developed and directs a new inter-generational pilot project with South Shore Elder Services and B.U. to recruit, train, and use student and adult volunteers to work with elders. He volunteers as the chair of the new Hull Elder Access Coalition;
- Is the catalyst for a professionally-guided development of a vertical environmental curriculum to form the backbone of the Hull Environmental High School;
- Developed a 1992 Career Day and the 1993 Senior Thesis program. He volunteers as the recruiter and manager of 75 volunteer adult professionals acting as mentors for Freshmen adjusting to high school and Seniors preparing their Senior Thesis: and
- Developed and manages the *Hull Environment & Service Corps* on pond pollution, gerontology, horticulture, journalism, and access for people with disabilities.

936 Nantasket Avenue Hull, Mass. 02045 (617) 242-6100 FAX: 925-9818

Hull Public Schools With Its Local Educational Foundation:

Hull Council For Business & Cultural Development, Inc.

Summary Of Anderson Fund Raising As Of 2/1/94

1989-1990	
• Mass. Cultural Council: 1990	$ 700
• Boston Globe Foundation: 1990	$ 4,000
• Camp Dresser McKee: 1st Environmental Institute 1990	$ 1,000
1990-1991	
• Island Foundation I: 91 Envir. Professional Development	$ 15,000
• Harold Brooks Foundation I: 1991 Lab Preparation	$ 10,000
• Talbots: 1991 Lab	$ 100
1991-1992	
• Fund for Preservation of Wildlife and Natural Areas: 91-2	$ 5,000
• Island Foundation II: 91-92 Envir. Professional Development	$ 20,000
• Town of Hull 1991-1992 Midge Study Contract	$ 25,000
• Mass. Environmental Trust: 1991-92 Midge Community Ed.	$ 10,000
1992-1993	
• Mass Bays Program: 1992-93 Friends of Weir River	$ 1,150
• Mass. Bays Program: 3rd Environmental Institute 1992	$ 1,500
• South Shore Elder Services: 1992 Farnsworth Grant	$ 10,000
• Harold Brooks Foundation II: 1993 Straits Pond Study	$ 10,000
• Town of Hull: Town Meeting: 1993 Straits Pond Study	$ 5,000
• Herbert Waxler Trust: 1992-93 Journalism Apprenticeship	$ 7,500
• Executive Office of Elder Affairs: 1993 with SSES	$ 5,000
• Mass. Community Service Commission (1993): Corps	$100,000
• Suffolk University 1993 Senior Thesis Scholarship	$ 8,000
• South Shore Elder Services: 1992 Curtis Grant (Partial)	$ 5,000
• Suffolk University up to 10 1993 Youth *Corps* Scholarships	$ 17,000
• Suffolk University 1993 Credit for up to 18 Waxler Apprentices	$ 13,500
• Town of Cohasset: 1993 Straits Pond Study	$ 4,000
• Cohasset Public Schools: 1993 Straits Pond Study	$ 1,000
• Town of Hull Small Cities Grant - Summer Community Schools	$ 3,000
• Waxler Trust: 1993 TV Journalism Program	$ 8,000
1993-1994	
• Small Cities Meals for Disabled in Hull	$ 5,000
• Waxler Trust: 1993-94 Journalism Apprenticeship II	$ 14,000
• Mass Bays Program: Straits Pond	$ 1,500
• Parks and Recreation Commission: Recycling Center Staff	$ 3,500
• Mass. Small Cities Program: Mini-Bus Operation	$ 10,000
• Mass. Community Service Commission: *Corps*	$145,000
• Mass. Cultural Council: Cultural Access Construction	$ 7,400
• Town of Hull: Recycling Center Operations	
• *Corps* User Payments and Fees	$ 1,500
• Suffolk University 1994 Scholarship Package	$ 23,700
• Hull Restaurants for Weekend Meals for Frail Elders	$ 5,000
• Small Cities -1993 Economic Development Marketing of Hull	$ 17,670
TOTAL	$525,215

Hull Public Schools

Office of the Superintendent, 81 Central Avenue, Hull, MA 02045
Tel.: 925-0771 Facsimile: (617) 925-0615

May 21, 1993

To Whom It May Concern:

Soon after becoming the superintendent of the Hull Public Schools, I met Tim Anderson. He listened as I outlined my hopes and plans for restructuring and revitalizing this troubled school district to a group of community leaders. He approached me to say he wanted to help me accomplish my goals. That was four years ago. Together, Tim and I forged a partnership that has resulted in positive changes for the Hull Schools as well as local, state and national attention and praise for our accomplishments. I have received most of the credit, but Tim deserves it in equal measure. He understands what it really takes to bring about school reform because he has worked side by side with me.

Tim has worked with me in three roles: paid consultant, community volunteer and parent. I have hired Tim as a consultant to facilitate strategic planning, write grants, arrange deals to secure resources (not just money), train staff in various skills such as grants management, forge collaborations, and direct some programs such as project-based learning. Tim's expertise and creativity have brought my ideas to life and moved them far beyond the usual confines of the school house. More than that, however, his experience in public-private partnerships and fundraising have enabled us to bring today's market forces to bear on the Hull Schools. Others talk about this while Tim has been putting it into practice.

Besides being Hull's superintendent, I also hold a variety of positions in professional organizations. In these different capacities, I have also worked with Tim. For example, I chair the Board of Directors of the Superintendents' Center at Stonehill College and Tim has facilitated our strategic planning efforts over a two year period. He has also worked with area superintendents and me to expand a regional collaboration.

As community member, Tim volunteers his time as chairman of our high school's advisory board. We have identified themes for each of our schools. Environment is the theme for the high school and Tim's background makes him uniquely suited for this role. In addition, he organized a career day for high school students, contacting fifty community members to speak; he arranged a partnership with Suffolk University that resulted in a program called "Dare to Dream"; he established a journalism apprenticeship program using community members who work for publications such as "INC, Magazine," the "Christian Science Monitor," and "People Magazine;" he created the senior thesis and recruited eighty professional mentors to advise students in their research. These are only a few of the many things he has done for Hull High School through his generous volunteer services.

Tim is also the parent of two school age children, so he obviously has a personal stake in public education. Tim is one of those parents schools value because he attends performances, open houses, and teacher conferences. He also volunteers in elementary classrooms. He is a consumer but not an uncritical one. He reminds us regularly about areas for improvement and provides positive pressure for us to make needed changes.

Tim has been an invaluable resource to our school district and to me as its superintendent. I have been successful in large part because of Tim. He would bring his intelligence, creativity, innovation and resourcefulness to your setting. More importantly, he would bring the knowledge and know-how of someone who has been in the trenches with school people, parents, and the students, themselves. This "micro" experience added to his prior "macro" experience gives his work content as well as form. He knows about restructuring first hand and would be an invaluable addition to your team. If I were you, I would hire him!

Sincerely,

Claire L. Sheff

Claire L. Sheff
Superintendent of Schools

EDITORIAL

"Good things happen in Hull schools."

Such a simple statement, really, this motto inscribed on the cover of each *Jacobs Journal*, the elementary school's quarterly newsletter.

The problem is, to many Hull residents, it's just a slogan. They don't really believe that enough good things happen in Hull's schools – at least not consistently for a majority of children.

But good things are happening for Hull schools. School administrators have made so many changes for the upcoming year, many of which will be detailed in the newspaper over the next few weeks, that it's been difficult to track them all.

And there is a new planning team, comprised of about 35 people from every segment of the community; working to formulate goals for systemwide implementation over the next school year.

The second meeting of the planning team took place Tuesday night. School committee members, administrators, teachers, parents, businesspeople, members of civic organizations spent a steamy night in a middle school classroom trying to cull three major goals from the more than 100 suggested ones the team came up with at its initial meeting.

Even the meeting's facilitator, strategic planning consultant Tim Anderson, became passionate in describing his goals for the system. After all, Anderson's son will enter Hull schools next year.

This editor did not maintain a third-person pres-ıce, either. With two daughters in the system, ere's too much at stake for such pretensions.

The planning team has already formulated its mission statement. It reads: "The mission of the ıll schools is to provide an education program of e highest quality that prepares each student to develop as an individual, to be a moral person, a socially responsible citizen and a productive mem-r of society."

The three goals for this year, for which subcommittees of the planning team will begin to formulate rategies for their implementation, are these: to ise educational expectations – what we expect of students and staff; to develop an appropriate and relevant curriculum, including a new system of valuating both teaching and learning; and to scover and make better use of external resources for local students.

That's a daunting list, yet those who are invested the planning team are optimistic that they will cceed in defining and implementing their goals.

For a school system that for too long paid lip service to academic excellence under an administration that lost its enthusiasm for challenge a decade ago, these are heady times.

Despite the long, bitter budget battles of the past three years, the school department is making great rides in its quest to "share ownership of the schools with the community, including full, regular involvement in development of strategic plans."

The skeptics may scoff, but we, like Superinndent Claire Sheff, "are excited by the process and the progress." ∞



Making his point – Consultant Tim Anderson led the school's planning team through their paces Tuesday night. (Ovans photo)

Hull schools explore ways to improve

By Carolyn Ryan
The Patriot Ledger

HULL — Parents, teachers and school official undertaking what they say will be a radical revampi the town's public school system. They hope to intro ideas such as forming a partnership with a nearby co or setting up theme schools to make Hull a model for er towns.

"There's this slumped shoulder thing about this t . . . If my kids can't come out of the Hull public sch and get to Harvard, I'm not going to leave them th Timothy Anderson, a consultant who is coordinatin effort, said last night.

Anderson, who lives in Hull, urged the group to up with "something jazzy, something better" to vault" Hull schools over others.

Anderson was hired by the Hull Council for Bus and Cultural Development. More than 100 suggest from students, residents, principals and teachers being studied.

"We don't know where this is going to go," Superintendent Claire Sheff. "This is a unique ex ment."

Much of the last night's discussion between par and teachers focused on whether the group should s to improve the learning environment or raise acad performance of individual students.

"I hate having as a major goal 'increasing pe mance'," said Susan Ovans, editor of the *Newsweekly*. "It makes the kids sound like robi Other parents said students should be pushed to exc the best of their abilities, not expected to get all As.

"I don't want to say anything to my child excep words, 'You can do and be anything you want to b parent Collene Saunders said. "I don't think we sh ever tell the kids what the limits are."

The group will split into smaller committees to on three goals: raising educational expectat motivations and morale, evaluating curriculum

The Patriot Ledger

Mon., April 16, 1990

Newsmaker



Mary Lee/The Patriot Ledger

Timothy Anderson is credited with being a catalyst in Hull affairs.

Activist likes to play the role of mediator

By Carolyn Ryan
The Patriot Ledger

When Boston College students held a seven-week strike in 1970, freshman Timothy Anderson was the one member of the strike tactics committee appointed to keep talking

While students occupied buildings and angrily protested over the Vietnam War, Kent State and the college's core curriculum, Anderson more quietly pressed their demands, acting as a mediator.

It's not unlike the role he now plays in Hull, bringing diverse residents together as they undertake some of the most dramatic changes the town has seen in years.

"That's what I like doing," he said. "Being the connective tissue, being the connector point."

Timothy Anderson

Age: 39
Home: 936 Nantasket Ave., on Allerton Hill, Hull
Raised: Chicago
Occupation: President of Dovetail Consulting
Education: Boston College
Family: Wife, Pamela Cooney; two sons, Kyle, 2, Jaren, 6
Hobbies: Racquetball, history

Anderson, a consultant, was hired last fall to coordinate an effort by school administrators and parents to radically revamp the Hull school curriculum. He also heads the volunteer committee overseeing the controversial consolidation of the town's three Catholic churches.

In addition, Anderson, 39, has helped assemble a team of non-profit groups who want to convert the Horizons condominiums into an elderly life-care facility with developer Paul Townsend.

"He's a catalyst," said School Superintendent Claire Sheff. "He's the kind of person when you're with him, he prompts you to have creative thoughts. He makes you feel good about your ideas."

Anderson is a Chicago-area native who grew up attending a Jesuit high school during the city's racially troubled 1960s.

Even as a teenager, he tried to help solve problems. Hejoined a movement fighting real

Anderson was drawn east to Boston College because of the school's Jesuit tradition of community service. After graduation, he worked at several places, including the National Endowment for the Humanities, the staff of U.S. Rep.Thomas P. "Tip" O'Neil, and the Boston Zoological Society.

He also participated in the activities of more than 30 community groups. In 1977, Anderson became a resident of Hull.

"Hull's like being a part of Boston, but there's also a real strong feeling of neighborhood here," Anderson said, gazing toward the Boston skyline from his Allerton Hill home.

Anderson and his wife, redevelopment authority member Pamela Cooney, created Dovetail Consultants in 1983, on the second floor of their 90-year-old, three-story home.

Cooney was pregnant, and the arrangement allowed them to stay near their children. They have two sons, Jaren, 6, and Kyle, 2. The consulting firm handles fund raising, planning and public affairs for educational businesses and non-profit institutions.

"I didn't want to continue having regular jobs, because the time to spend with your kids is so short," Anderson said.

As his sons grew, so did Anderson's community involvement. When Jaren entered kindergarten last fall, Anderson attended a speech given by School Superintendent Sheff.

A few months later Sheff hired Anderson to steer the restructuring of the schools' curriculum. He also serves as a parent volunteer on one of the committees working for change in the schools.

Anderson's local activism now includes serving on the board of directors of Wellspring, a food pantry and social service center in town. He also is director of the Hull Council for Business and Cultural Development, a group that helps raise money for local activities and organizations.

Anderson said he has decided to stay in Hull for the rest of his life. He predicts that in the next few years there will be an "explosion" of more residents becoming involved in efforts to foster arts, school improvement and pride in the town.

"Hull has incredible potential and resources, and incredible people" he said. "People work really hard here to get things working."

Timothy Anderson

936 Nantasket Avenue
Hull, Massachusetts 02045
617-925-3078

RECENT PROFESSIONAL EXPERIENCE

President
Dovetail Consulting — July 1983 to Present

Heads a twenty-person management consulting company that specializes in the areas of public affairs, strategic planning, and fund raising. The company has provided training, strategy, coaching and implementation to over 275 businesses, government agencies, and nonprofit organizations. Skill areas include:

- Strategic Planning
- Managing Change
- Board Development
- Private Fund Raising
- Meeting Facilitation
- Desk Top Publishing
- Mediation of Problems
- Government Grantsmanship
- Strategic Repositioning / Visioning
- Writing and Presentations
- Public / Private Partnerships
- Program Development & Evaluation
- Gender Bias and Multicultural Issues
- Videotape Production / Editing
- Board / Staff Leadership Coaching
- Publicity for Accomplishments

Acted as co-founder of the following successful organizations and initiatives: the Boston Business Volunteers for the Arts; Boston Management Consortium; Boston GreenSpace Alliance; Business Alliance for the Harbor; Massachusetts Cultural Agenda; Hull Environmental High School; ArtsCoop; Massachusetts Volunteer Network; Alliance for Boston Harbor Action; Hull Elder Access Coalition; Weir River Estuary Park and Field Lab; Hull Partners in Education; Massachusetts Youth Action Network; the Hull Senior Thesis program, *Hull Environment & Service Corps*, the environmental focus for a cycle of the Carol Goldberg Seminars; the first Boston Recreation Conference; and the "Share Our Commonwealth", Boston Adopt-a-Statue, and Franklin Park Centennial campaigns.

New England Vice President
National Alliance of Business — February 1981 to July 1983

Responsible for the New England operations of this national business organization. Managed professional staff in the development of a wide array of professional services designed to strengthen 26 local Private Industry Councils in all areas of nonprofit management. Diversified the funding of the agency through mass mail solicitations, grant procurement, conferences, corporate and foundation fundraising, and fee-for-service contracts from several Private Industry Councils, universities, state, county, and city governments. Raised more than twice the revenues of any of the ten other regional offices. Recruited New England businesses through all forms of media to participate in employment and training programs for the unemployed.

Executive Director
Boston Zoological Society — April 1976 to January 1981

Served as the private administrator for two publicly owned zoos. Guided the 40 - 70 private staff in the management of the zoos, and in the planning and development of a $30 million innovative new zoo. Successfully developed and maintained a network of staff, boards, committees, community organizations, fundraising sources, and public officials necessary to build the first phase of the new zoo. Acted as the primary spokesperson and fund-raiser for the zoos. Guided the raising of $ 18 million in public and private funds.

OTHER PROFESSIONAL EXPERIENCE

• Special Projects Dir.	1993-	South Shore Educational Collaborative
• Director	1992-	*Hull Environment & Service Corps*
• President	1991-	Nonprofit Properties
• Managing Director	1988-	Hull Council for Business and Cultural Dev.
• Ecology Coordinator	1992-3	Hull Public Schools
• Public Affairs Counsel	1989-92	Ryan Communications, Inc.
• President (Paid)	1983-87	The Boston Harbor Associates
• Consultant	1978-79	National Endowment for the Humanities
• Associate Director	1974-76	Boston Zoological Society
• Reg.Field Coordinator	1976	Jimmy Carter for President Campaign
• District Coordinator	1974	Senator Edward M. Kennedy Campaign
• Education Consultant	1973-74	E.F.Shelly Co.: US Office of Education
• Research Assistant	1973	Office of Congressman Thomas O'Neill
• Researcher	1972	Ralph Nader's Congress Project
• Staff Assistant	1970	Boston College President's Office

ACADEMIC BACKGROUND

Boston College, 1969 - 1973, BA, cum laude, Honors Program, Presidential Scholarship, President of Undergraduate Student Government

AWARDS

• Superintendent's Leadership Award	Hull Public Schools	1992
• Leadership Award	Boston Management Consortium	1992
• Mayor's Certificate of Recognition	City of Boston	1992
• President's Award	Massachusetts Cultural Alliance	1989
• John Ames Award	The Boston Harbor Association	1987
• Leadership Award	Franklin Park Coalition	1987
• Leadership Award	Massachusetts Cultural Alliance	1986
• Leadership Commendation	National Alliance of Business	1983
• Community Service Award	Girl Scouts of Greater Boston	1978

Timothy Anderson

VOLUNTEER COMMUNITY SERVICE

Education

Chair	92-	Hull Partners in Education
Member	92-	South Shore Business-School Partnership Committee
Member	92-	Quincy College Water Treatment Program Advisory Comm.
Chair	90-93	Hull Environmental High School Advisory Board
Member	92-93	Hull Technology Intermediate School Advisory Board
Member	90-92	Boston College Fund Committee
Member	90-91	Development Committee, Hull Public Schools
Member	1990	Evaluation Committee, Hull Public Schools
Member	1987	Reading Is Fundamental Committee of Fidelity Investments
Treasurer	79-83	Madison Park Community School Council
Member	75-8O	Cultural Education Collaborative Program Comm.

Employment and Training

Member	92-	Ed. Committee, South Coastal Regional Employment Board
Director	92-	South Coastal Regional Employment Board
Member	1983	New England Training + Employment Council TA Comm.
Member	82-83	Department of Labor Management Assistance Group
Member	1982	Boston Jobs Collaborative, Boston P.I.C.
Member	81-82	CEDAC-Boston Private Industry Council Advisory Comm.

Youth Services

Volunteer	85-	Massachusetts Youth Leadership Seminar
Director	90-92	Boston-Children of War
Chair	90-92	Fund Raising Committee, Boston-Children of War
Vice Pres.	87-88	Massachusetts Youth Leadership Foundation
Member	82-87	Boston Big Brother Association Advisory Board

Community Development

Chair	93-	Hull Community Vans Committee
Clerk	88-	Hull Council for Business and Cultural Development
Chair	88-	W. Seavey Joyce, S.J. Community Service Award
Member	88-93	Administration Committee, St. Mary's Parish, Hull
Teacher	1992	Religious Education, St. Mary's Parish, Hull
Member	1992	Mayor Flynn's Customer Services Task Force
Chair	91-92	Development Comm., Boston Management Consortium
Member	90-92	Advisory Council, Boston Management Consortium
Chair	90-91	PR Committee, Boston Management Consortium
Chair	88-91	Administration Committee, St. Mary's Parish, Hull
Vice Chair	87-88	Community Life SubCommittee, Mass. Blueprint 2000
Member	84-85	Massachusetts Society of Fundraising Executives
Member	1982	Governor's Private Sector Initiatives Task Force, Mass.
Director	81-82	Point Allerton Association Board, Hull

Member	78-81	Blue Hill Avenue Commission, City of Boston

Elder Services

Chair	92-	Hull Elder Access Coalition (So. Shore Elder Services)
Co-Chair	84-85	Ezra Merrill Seminars - Careers for Later Years
Member	84-85	Executive Service Corps

Arts and Humanities

Member	93-	Advisory Board, Hull Lifesaving Museum
Co-Chair	92-	South Shore Advocates for Arts, Sciences, Humanities
Trustee	80-92	Massachusetts Cultural Alliance
Member	89-90	Executive Comm., Business Volunteers for the Arts
President	87-89	Massachusetts Cultural Alliance
Co-Chair	85-88	ArtsCoop (Arts Service Group Forum)
Vice Pres.	85-86	The Artists Foundation
Trustee	84-86	The Artists Foundation
Vice Pres.	83-86	Massachusetts Cultural Alliance
Chair	1981	Nominating Committee, Mass. Cultural Alliance
Member	8O-81	Ma. Council on the Arts + Humanities Advocacy Co.
Member	1979	American Assoc. of Museums-Local Arrangements Comm.

Human Services

Director	91-	Project Overcoat, Board of Directors
Member	90-	Alliance for Justice, Advocacy Forum
Member	1992	Communication Committee, Quincy Community Action
Member	1991	Project Overcoat, 1991 Benefit Committee
Director	89-90	Wellspring Multi-Service Center
Treasurer	81-83	Massachusetts Cultural Alliance

Environment

Chair	92-	Friends of the Weir River Estuary
Trustee	82-88	The Boston Harbor Associates
Chair	1987	Franklin Park Coalition Nominating Committee
Treasurer	86-87	Save The Harbor/Save The Bay
Trustee	85-87	Save The Harbor/Save The Bay
Chair	84-87	Alliance for Boston Harbor Action
Trustee	84-87	Peddocks Island Trust
President	83-87	The Boston Harbor Associates
Vice Pres.	82-83	The Boston Harbor Associates
Incorporator	81-82	Boston Zoological Society
Member	79-81	Arnold Arboretum Education Committee
Clerk	79-81	Franklin Park Coalition
Clerk	78-81	Infinite Odyssey, Boston
Fellow	76-81	American Assoc. of Zoological Parks and Aquariums
Director	74-81	Franklin Park Coalition Board

JANANNE SMITH CANNON
38 Orchard Street
Belmont, MA 02178
(617) 484-7522

SUMMARY

Over 15 years experience analyzing needs, designing and executing educational programs emphasizing experiential learning for students of all ages. My excellent track record reflects problem solving, effective communications and strong leadership skills

EMPLOYMENT

DOVETAIL CONSULTING — HULL, MA
1992-present

Senior Consultant
Identified, recommended and designed apprenticeship opportunities. Worked with superintendents and other administrators to design innovative programs. Created strategic plans involving environmental analysis, opportunities, budgets and action plans

SUFFOLK UNIVERSITY — BOSTON, MA
School of Management — 1990-1992
Center for Management Development

Director
Analyzed customer business problems and designed solutions for profitable operations. Initiated, designed and executed international executive education programs featuring mini-internships with Boston area businesses. Created and implemented annual business plans, doubling revenues in 24 months. Initiated first certificate apprenticeship program with Hull Environmental Junior/Senior High School.

NORTHEASTERN UNIVERSITY — BOSTON, MA
College of Business Administration — 1988-1990
Center for Management Development

Program Manager
Redesigned and successfully marketed management programs to both profit and not-for-profit organizations. Work-study and internships were integral parts of all programs.

Lecturer in Marketing
Taught courses on planning, market research and advertising and sales promotion.

SANDBOX SPORTSWEAR — BOSTON, MA
1980-1986

Principal
Generated revenues of approximately $1 million over 36 months through market research, product development, manufacturing and sales of children's wear Employees included students, retired stitchers and mothers "teaching" each other while working flexible hours to meet their needs.

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL — SUDBURY, MA
1975-1976

Teacher
Taught courses on English and American literature and writing.

PROFESSIONAL ACTIVITIES

Memberships
American Society for Training and Development
Boston Management Consortium

Committees
Suffolk University Strategic Planning, Multiculturalism Subcommittee
Suffolk University School of Management Strategic Planning, Programs Subcommittee
American Society for Training and Development, National Director Educational Institutions Interest Group (1989-1991)
Boston Management Consortium, Development Committee (1990-1992)
Hull Environmental Junior/Senior High School Advisory Board

Awards
Fellow - Institute for Educational Leadership, Education Policy Fellowship Program

EDUCATION

PhD Law, Policy and Society — Doctoral candidate
Northeastern University — Boston, MA
Research Interest: Education/business interactions through apprenticeships.

MBA Concentration: marketing and finance — 1988
Northeastern University — Boston, MA

MA Education — 1975
Simmons College — Boston, MA

BA English and Biology — 1970
Case Western Reserve University — Cleveland, OH

COMMUNITY SERVICE

Participated in various community organizations. — 1975-present
Chairman, Ways and Means - PTA, Burbank School
Chairman, Fund-Raising; President - PTA, Atrium School
Chairman, Long-Range Planning - Atrium School
All School Arts Council Representative - Chenery Middle School
Chairman, Programs; Book Sale; President - Friends of the Belmont Public Library
Chairman, Health Care Study; Know Your Town - Belmont LWV
Corporator - Fernald School
Charter member - Belmont Arts Lottery Council
Education outreach consultant - Eva Brownman Fund, Dana Farber Cancer Institute
GoGetter - Channel 2 Auction

PERSONAL

Jo Loughnane
Fifty Andrew Avenue
Hull, MA 02045
(617) 925-0353(H) (617) 925-4400(W)

EDUCATION

Doctorate, The George Washington University, 1990.
Education/Special Education; support fields in Elementary Administration and Teacher Education.
M.A., Boston College, 1973. Special Education.
B.A., University of Massachusetts, 1969. Education
A.A., Bryant & Stratton Business School

PROFESSIONAL BACKGROUND

1986 - Present	Hull Public Schools. Early Childhood Coordinator/Kindergarten Teacher. Member, Development Committee.
1979 - 1986	Educational Consulting, self-employed. Worked with DOE and educational trade associations in the Washington, D.C., area.
1975 - 1979	The George Washington University. First employed as Graduate Research Assistant and later as Instructor in the Diagnostic Prescriptive Teacher Program in the Graduate School of SpecialEducation, including the supervision of graduate students. Served as consultant under DOE Project to develop a doctoral program in Special Education Administration.
1969 - 1975	Hull Public Schools. Special Education Teacher/Elementary Level.

PROFESSIONAL ASSOCIATIONS

Delta Kappa Gamma, 1985 to Present. President of the Alpha Zeta Chapter (1991 to 1993).
South Shore Council of the International Reading Association, 1973 to present. Served as President of the Council from 1988 through 1990.
Massachusetts Reading Association, Board member from 1986 to 1989.
Wellspring Board of Directors, 1992 to Present. Social Service agency serving Hull and other local communities.
NECEL (Northeast Coalition of Educational Leaders), currently serving on the Board of Directors.

Résume (February 1994)

Dr Francois Martel
30 Lynn Avenue
Hull, MA 02045
Tel (617) 925 3893

Education

Doctorat en Geodynamique et Physique Spatiale, Centre d'Etude Spatiale des Rayonnements (CESR), Universite Paul Sabatier (UPS), Toulouse France, June 1979, DGRST fellowship. Research 1977-1979 at UC Berkeley, Space Sciences Laboratory

Diplome d'Etudes Approfondies, Geodynamique et Physique Spatiale, CESR, UPS, 1976, University fellowship

Maitrise de Physique, UPS, June 1975

Diplome Universitaire d'Etudes Scientifiques, Maitre Physique, UPS, June 1973

Experience.

Since May 1991, Project Coordinator for the High Energy Transient Experiment (HETE) International Space Program at the Center for Space Research, Massachusetts Institute of Technology

Since December 1989 Vice President advanced programs, responsible for Detector Products including technical activities of subsidiary ALEXIS Corporation, Santa Fe Springs, California, developing detector arrays, multi-element solid state detectors, charge coupled systems, readout and custom development

From October 1986 to December 1989 Vice President advanced Programs at Imaging Technology Inc. Developed new business and product development and control methods, organized and conducted internal and customer sponsored R&D projects, lead new market areas generating significant new business in management and system engineering and electronic services

From June 1984 to October 1986 Owner and Director of Consulting Business Estate Palm Grove, California Performed management and technical studies for aerospace and high technology companies, activities included space research detectors, readout and signal conditioning, computer and electronic systems, market analysis for electro-optical systems, software development for DoD prime contractors

From April 1981 to June 1984 Electro-optical engineer and staff in Technical Director at Quantex Industries San Carlos, California, where he performed research and engineering activities in the areas of digital image processing, video data compression, high speed digital processing, custom integrated circuits design, video data analysis, display systems, customer relations

From August 1979 to February 1981 Engineer-Physicist for SEEEE at the Lewis Space Technical Center in Plum Brook. The Mechanical Staff member of the Test Stand Group engaged in study and development of new refrigerated thermal test facilities for large spacecraft. Activities included the design, development, test and calibration of new refrigerated detectors and sources, and thermal test data acquisition and control system. Designed and modeled new cryogenic, low cost thermal refrigerated detectors for spacecraft thermal-vacuum testing.

Publications:

Publications on the observation of energetic particle fluxes in the interplanetary medium by the International Sun Earth Explorers (ISEE) probes and related acceleration mechanisms, spacecraft attitude determination and control, energetic field measurements and magnetic turbulence, the calibration of small spacecraft systems for astronomy and earth observation, international cryogenic low cost space system.

Education related experience:

Teaching certificate for mathematics and physics in California two year colleges.

Substituted for courses in algebra and mathematical concepts. Lead math labs and tutored college students in mathematics and physics in Monterey Peninsula College 1955-1956, also tutored Monterey High School students in mathematics and physics.

Member of Hull memorial senior technical board (1987).

Currently conducting seminars for engineers in cryogenic properties of materials for students at Hull Memorial Board.

Member of the Board of Education for nine years.

Additional information.

Member also Fluent in French, knowledge of German and Spanish.

PAMELA M. COONEY

936 Nantasket Avenue
Hull, Massachusetts O2O45
(617) 925-3O78

RECENT PROFESSIONAL EXPERIENCE

Vice President
Dovetail Consulting 1983 to Present

Responsible for data processing staff, financial control, quality assurance, and purchasing for this 2O-person management consulting firm which specializes in strategic planning, public affairs, and fund raising. Consults with a variety of nonprofit organizations and government agencies in strategic planning, program development, proposal writing, evaluation, grant management, project management, and systems development. Some consultancies include the following:

* Boston Natural Areas Fund
* Boston Environment Department
* Boston Police Department
* Boston Parks and Recreation
* Wentworth Institute
* Boston Housing Authority
* Boston Management Consortium
* Hull Public Schools
* Neighborhood Devel. + Employ.
* Hull Council for Business

Planning Director
Boston Parks and Recreation Department 1982 to 1983

Established a Planning Division for the Parks and Recreation Department, a major city agency with a $7 million dollar operating budget and a staff of 2OO. Designed a strategic planning process to help the department adjust to a budget reduction of 4O%. Developed a residents' phone survey to determine Boston residents' opinions on departmental priorities. Raised over a million dollars in federal funds for planning, program innovations and capital improvements. Developed Park Partners proposal which received over $5OO,OOO in federal funds, the largest grant awarded nationwide in its category. Revised the agency's five-year plan and developed new automated management information systems. Improved relationships with other recreation providers and community groups which led to more coordinated planning and collaborations. Supervised three professional staff.

Human Resources Development Director
Mayor's Office of Intergovernmental Relations 198O to 1982

Responsible for strategy formulation to leverage non-city resources for city human services, education, employment + training, and neighborhood service programs. Coordinated funding and legislative initiatives from 15 City departments and developed overall City agenda and position for federal and state lobbying on human services issues. Identified funding opportunities, new partnerships, and national networks for departments and provided them with technical assistance in all aspects of program development and grant management. Supervised five staff.

Program Operations Specialist
Mayor's Office of Community Schools 1978 to 1980

Member of senior management team responsible for overall management of a city department which involves community councils in a decision-making capacity in providing neighborhood human services. Responsibilities included proposal writing, program development, and grant management in a variety of areas including adult education, day care, and youth employment and education. Also responsible for development and management of all training programs for volunteer council members and paid staff of 20 Community Schools in all aspects of organizational development and management of non-profit neighborhood service organizations.

Community Services Director
Mayor's Office of Cultural Affairs 1977 to 1978

Responsible for the planning, administration, and evaluation of all neighborhood programs. Initiated and managed major effort to develop neighborhood arts councils to plan for the department's nationally known program, Summerthing. Also responsible for supervision of 4 staff members and 15 CETA trainees, various initiatives for federal funding, and disbursement of grants and services to community constituencies.

Assistant to the Deputy Director
Mayor's Office of Cultural Affairs 1974 to 1977

Responsible for assisting in all aspects of managing operations of the department, including: the hiring, training, and placement of over 300 staff annually for the Summerthing program, development of inter-office and inter-departmental communications systems, integration of community involvement in planning and evaluating programs, coordinating Summerthing, Festival Bostonian, and all other programs, and budget planning and management for an operating budget of over $600,000.

EDUCATION

M.B.A. Boston University, Concentration in Public Management, 1987
B.A. University of Massachusetts (Amherst), Psychology, 1972

CIVIC ACTIVITIES

- Chair Hull Main Street Association Board of Directors
- Chair Community Schools Advisory Board, Hull Public Schools
- Chair Hull Main Street Association Design Committee
- Clerk Hull Redevelopment Authority (Municipal Election)
- Clerk Hull Design Review Board (Municipal Appointment)

Candace L. Julyan
Technical Education Research Centers, Inc.
2067 Massachusetts Avenue
Cambridge, MA 02140

Education

Harvard University, Graduate School of Education. Doctor of Education. 1988.
Antioch New England Graduate School. Master in Science Teaching. 1979.
Maryville College. Bachelor of Arts (major: English). 1970.

Research and Development

National Geographic Kids Network/Middle Grades, TERC, Cambridge, MA
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR 1991 - Present

Provide intellectual leadership for the development and research for expanding NGS Kids Network from the elementary grades to the middle grades; coordinate all negotiations and communications with primary funder (National Science Foundation) and publisher (National Geographic Society); supervise a staff of 17 which includes three divisions: technology, curriculum, and evaluation; and manage the $ 3 million budget.

National Geographic Kids Network/Elementary Grades, TERC, Cambridge,MA
PROJECT DIRECTOR 1989 - Present
DIRECTOR OF CURRICULUM AND TRAINING 1987 - 1989

Provide leadership and direction for the development and research for the NGS Kids Network project, an elementary science curriculum that revolves around local, environmentally-oriented experiments conducted by elementary students, shared internationally on a computer network. This curriculum is funded by the National Science Foundation and published and distributed by the National Geographic Society.

Danforth Center, Harvard University, Cambridge, MA
CONSULTANT 1989 - 1990

Conducted a commissioned study examining student learning in an undergraduate core physics course.

WGBH Educational Foundation
RESEARCHER 1985 - 1986

Collected data on the impact of combining computers and television in curriculum design.

Harvard University, Educational Technology Center, Cambridge, MA
RESEARCH ASSISTANT 1984 - 1985

Completed two projects: an investigation of the use of computer networks for unversity researchers and secondary school science teachers and a research study on high school students' understanding of complex systems.

World Wildlife Fund US
CONSULTANT 1983

Developed an ecology curriculum as part of a research study on the Cat Island Turtle. This curriculum was funded by the World Wildlife Fund and the New York Zoological Society.

Voyage of the MIMI curriculum project, Bank Street College of Education
CONSULTANT 1982 - 1983

Advised writers and curriculum staff about the use of whale research in a video segment of an elementary science curriculum; served on the advisory board of the project.

Bermuda Natural History Museum and Aquarium
CONSULTANT 1982

Developed an exhibit about cetaceans for the institution and created the text for an accompanying educational booklet.

Administration Experience

National Geographic Kids Network/Middle Grades, TERC, Cambridge, MA
PROJECT DIRECTOR 1989 - 1992

Directing the NGS-funded development of new units for the NGS Kids Network.

Ocean Research and Education Society, Gloucester, MA
DIRECTOR OF EDUCATION 1980 - 1983

Developed and coordinated the Society's educational program which focused on undergraduate courses related to the Society's marine mammal research; developed a collegiate consortium of affiliate institutions; developed and implemented a public lecture series on current marine mammal research; assisted in the research on board the Society's ship REGINA MARIS, a 144-foot square-rigged sailing vessel; taught a course on the history of ocean research.

Hitchcock Center for the Environment, Amherst, MA
EXECUTIVE DIRECTOR 1977 - 1980

Developed, coordinated, and conducted various school and public programs; supervised the staff of 4-9 educators; conducted and coordinated various activities including fund raising, long range planning, Board of Directors activities; raised and managed the Center's budget of $100,000.

Family Planning Council of Western Massachusetts, Berkshire County, MA
COUNTY COORDINATOR 1975 - 1977

Coordinated 3 office/clinic sites within the county; supervised a staff of 15 nurses and counselors; developed numerous community education programs on sexuality and birth control; gave public lectures on radio, television, and community meetings; counseled irate parents.

Teaching Experience

Harvard Graduate School of Education
LECTURER 1990

Taught a graduate-level course: Teaching and Learning.

College of the Atlantic
FACULTY MEMBER 1987

Taught several undergraduate-level courses: Introduction to Education, Teaching and Learning, Feminist Critique of Science, Secondary Science Methods, Perspectives on Learning.

Harvard Graduate School of Education
LECTURER 1986

Co-led the departmental seminar for all first year doctoral students in Teaching, Curriculum, and Learning Environments Department.

Harvard Graduate School of Education
TEACHING FELLOW 1984 - 1986

Led sections for two courses: Teaching and Learning, and Curriculum Translation; supervised biology and general science student teachers.

Antioch New England Graduate School
ADJUNCT PROFESSOR 1979 - 1983

Taught a course on nature center management and communication skills for environmental professionals, supervised and advised graduate students in the environmental studies department, supervised secondary science student teachers in their teaching placements.

Pine Mountain Environmental Education Center, Harlan County, Kentucky
TEACHER 1972 - 1973

Taught in the environmental education program for students K-13, conducted state workshops on environmental education, developed and implemented special community and undergraduate programs.

Griffin, GA
TEACHER 1970 - 1972

Taught a sixth-grade class (1970-1971) and ninth-grade English and special program classes (1971-1972).

Board/Committee Activities

Advisory Board and Consultant, WGBH *Interactive NOVA: Earth*, a videodisk project. 1992.

Advisory Board, Biological Sciences Curriculum Study (BSCS) middle school curriculum project. 1989-1991. Constructivist Teaching Project 1992-93.

Advisory Board, Project Spark: Private Sector Partnership to Kindle Young Women's Interest and Involvement in Science. 1988-1990.

Editorial Board, Harvard Educational Review. Manuscript Editor. 1985-1986.

Executive Board, Massachusetts Bay Marine Studies Consortium. 1981 - 1983.

Board of Directors, New England Environmental Education Alliance. 1979 - 1983. President (1982-1983), Conference Coordinator (1980, Co-Founder (1979).

Board of Directors, Massachusetts Environmental Education Society. 1980-1983. Treasurer 1981.

Somerville Conservation Commission. 1980.

Camp Howe 4-H Foundation. 1977-1980.

Amherst Recycling Committee. 1976-1978.

Massachusetts State Review Panel, Department of Energy Appropriate Technology Grants. 1979, 1980.

Publications

Julyan, C.L. 1993. Conversations: Their importance in Project Science , In Ruopp et al (Eds.), *LabNet: Toward a Community of Practice.*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Julyan, C.L. 1992. A developer's perspective on telecomputing. In R.F. Tinker & P.M. Kapisovsky (Eds.), *Prospects for educational telecomputing: Selected Readings* (pp. 33-38). Cambridge, MA: TERC.

Julyan, C.L. 1990. Non-science majors in a core science course. The report of a research study commissioned by the Danforth Center, Harvard University, Cambridge, MA

Julyan, C.L. 1990. Technology and environmental education: collecting data locally–sharing globally. *Environmental Education Yearbook 1990: Technology and Environmental Education*. Washington, D.C.: NAEE.

Julyan, C.L. 1989. Messing about in science: participation not memorization, in W. Rosen (Ed), *Proceedings from the National Research Council Conference--High School Biology: Today and Tomorrow*. Washington, D.C.: National Academy Press.

Julyan, C.L., & S. Wiske. 1989. Strengthening science education: can new applications of technology help? commissioned paper for the Biological Sciences Curriculum Study, Colorado Springs, CO.

Julyan, C.L. 1989. Real science in elementary classrooms. *Classroom Computer Learning*. 10(2), 30-41.

Julyan, C.L. 1989. *Investigate* (curriculum unit for NGS Kids Network). Cambridge, MA: TERC.

Julyan, C.L., MacDonald, B., & Weinberg, A. 1989. *Our Air.* (Curriculum unit for the NGS Kids Network). Cambridge, MA: TERC.

Julyan, C.L. 1989. Scientists in science education: an old idea with a new approach. *Hands On*. 12(1), 4-6.

Julyan, C.L. 1988. *Acid Rain* (Curriculum unit for NGS Kids Network). Cambridge, MA: TERC.

Julyan, C.L. 1988. The creation of a curriculum. *Hands On*. 11(4).

Julyan, C.L. 1988. *Hello!* (curriculum unit for NGS Kids Network) Cambridge, MA: TERC.

with J. Foster 1988. The National Geographic Kids Network. *Science and Children*, 25(8). Washington, D.C.: NSTA.

with Bybee, R., Landis, N., Worth, K., Masamoto, C., & Foster J. 1988. Elementary science curricula: the new generation. *Science and Children*, 25(8). Washington, D.C.: NSTA.

Julyan, C.L. 1988. *Understanding Trees: Five case studies.* Unpublished doctoral dissertation, Harvard University, Cambridge, MA.

Julyan, C.L. 1986. *The feminist critique of scientific objectivity: What is being said? Can it inform science teaching?* Unpublished Qualifying Paper. Harvard University.

with Storey, K. 1985. *The integrated design and use of computers and television in education. Technical Report 85-20.* Cambridge, MA: Educational Technology Center.

with Duckworth, E. & Rowe, T. 1985. *Understanding equilibrium: The study of complex systems. Technical Report 85-16.* Cambridge, MA: Edcuational Technology Center.

with Duckworth, E. & Rowe, T. 1985. *What goes up can come down... But why? Understanding complex systems. Technical Report 85-9.* Cambridge, MA: Edcuational Technology Center.

Julyan, C. 1984. *Cat Island ecology curriculum.* Washington, D.C.: World Wildlife Fund US.

contributing author to Westover, P. & Kuykendall, N. (eds.) 1975. *The green book: Teaching ecological concepts outdoors.* Pine Mountain Kentucky: Durham Press.

LINDA D. BERES
30 Channel Street
Hull, Massachusetts 02045
(617) 925-5693

OBJECTIVE: A responsible and challenging position in the field of Environmental Management where my extensive experience, coupled with a Master's Degree in Environmental Studies, would prove to be mutually beneficial.

QUALIFICATIONS:

- Ability to effectively communicate with persons on all levels.
- Superior planning and organizational skills.
- Experience in dealing with local, state, and federal agencies.
- Graphic skills including land use overlay mapping.
- Accustomed to training and directing other personnel.
- Sensitive to the problems and needs of others.
- Promote good public relations.

EDUCATION:

Antioch University

Antioch New England Graduate School

M.S.T. Degree in Environmental Studies - 1982

Concentration: Environmental Management, Education Theory and Quality, Geology, Law, Urban Land Use Planning.

Additional Studies:

Harvard University Extension Courses - 1979-1982
The Political Environment of Urban Public Management, Geology, Zoology, Humanities.

Quincy Junior College - 1978-1979
Mathematics, Social Problems.

Yale University - 1970
Series of Lectures by Famous Scientists.

CERTIFICATIONS:

State of Ohio, State of New Hampshire
Teacher of Biology and Environmental Studies
Secondary Level.

Commonwealth of Massachusetts
Teacher of Biology - pending.

Professional Association Diving Instructors
SCUBA Diver.

PROFESSIONAL EXPERIENCE:

July 1979 - Present

Town of Hull, Massachusetts

SHELLFISH WARDEN

Appointed by Board of Selectmen.

Responsibilities:

- Management, Resource and Water Quality Assessment.
- Enforcement of State and Local Regulations.

- Interact with Coast Guard, DMF, DEM, CZM, DEQE, MACC, CLS, Town Planning Board and Conservation Commission.
- Train, schedule and direct summer employees.
- Supervise volunteer workers.

ENVIRONMENTAL CONSULTANT

Planning Board/Environmental Commission

Responsibilities:

- Provided overlay land use maps.

1978 - 1979 Audubon Society, Lincoln, Massachusetts

Hatherway Environmental Institute
Charles Roth, Director of Education

COMMUNITY COORDINATOR - Earth Corps Clubs

Responsibilities:

- Conducted search for sponsoring groups and potential leaders.
- Organized training workshops for volunteers.
- Supervised and directed leaders.
- Prepared environmental activities for junior participants.
- Developed strategies for funding.

1975 - 1977 Atlantic Aquarium, Hull, Massachusetts

DIRECTOR OF EDUCATION

Responsibilities:

- Devised and implemented programs for children, both in-house and at schools.
- Trained and supervised volunteers.

ASSISTANT CURATOR

Responsibilities:

- Maintained exhibits.
- Water Quality Analysis.

PROFESSIONAL AFFILIATIONS:

Massachusetts Marine Educators.
Massachusetts Shellfish Officers Association.
Audubon Society.
National and International Wildlife Association.
American Planning Association.
American Museum of Natural History.
PADI SCUBA Diver Association.

PERSONAL:

Date of Birth: 7/27/44 Married.
Excellent Health. Two Children, ages 18 and 12.

Interests: Horseback Riding, Hiking, Swimming, Family Activities, Politics, Music, Reading.

REFERENCES: Furnished upon request.

Addendum to resume for Linda Peres

1982-1991: Member of Coastal Resources Advisory Board
(appointed by the governor)

CRAB is the advisory board to MCZM and is concerned with setting state coastal policy.

1989-1991 vice chairmen
1985-1986 chairmen of CRAB review of MCZM
1987-1986 CRAB representative to chapter 91 task force
1985-1985 harbor planning committee
1982 technical assistance committee

1986-1990: Member of Mass. Water Resources Advisory Board
(appointed by governor)

represented state environmental intrests and fisheries

1989: Co-teacher for Hull Environmental High School Summer Inst.

Designed and implimented a two week course on Hull's coastal environment for students ages 10-14.

1991-present: Project Coordinator to Hull Environmental High School

Responsibilities-Design, reseach and impliment The Straits Pond revitilization and Midge Control Project.

establish a volunteer group of 9th grade students and community persons to work on the project

train all volunteers in field research methods, water quality analysis and midge population studies

Help to design a system for mapping the results of our studies with the University of Mass. computer graphics dept.

devise scientific methodology for project and impliment quality assurance proceedures for all studies

direct and conduct all field research

Help to design and impliment a survey of residence who live around the pond for the purpose of determening which methods of pond management will be most acceptable to the community.

impliment a series of community work shops to educate the pubic on the project

guide students in their preperation of the report to the selectmen of the town of Hull, assist director in writting of his report.

From: Nancy Kramer, 235 Beach Avenue, Hull, MA (617)925-9066
Bach. Science degree, Northeastern University (Cum Laude)
Registered Medical Technologist, (ASCP #50911)
Three children, Rachel, (21), senior, U. of Rochester
Leah, (17), freshman, G.W. Univ.
Bryan, (13), 8th grade, Hull Jr. High
Hull 1980-1986 (summer resident)
Hull 1986-present (year round resident)

I was an active member and co-chair of the Hull Beach Advisory Committee for over four years. (1987-1991) I have three portable storage files of information from my three years as co-chair of the Beach Advisory Committee and many photos.

I researched and wrote factual articles about our beaches almost every week for approximately three years. Selectmen's files include a note book of most of these 150 plus articles. These articles were also shared by many other coastal towns at Beach Managers meetings and used to start similar education programs in their towns.

I am a member, for two years now, of the Beach Managers Association of Massachusetts which is now part of the Mass. Park and Recreation. Meetings are held throughout the year at different coastal towns.

I have knowledge of the Wetlands Regulations as they pertain to beaches and have completed applications for Determinations and Notice of Intents (NOI) for several projects for the Town of Hull.

I have attended many Coastal Zone Management and Department of Environmental Protection (DEP) meetings and educational symposiums and a few hearings and believe I have a good professional relationship with each department.

I represented the Town of Hull in the MEPA review in reference to the Environmental Notification Form (ENF) for the first Christmas Tree Project that was on appeal and conducted a tour of the dune system with the representative. I provided information for the ENF for the Town before the MEPA review. This representation helped MEPA to rule favorably for the Town.

I wrote to CZM, DEP, and our local representative to help speed up the appeals process for the Dune closing NOI that had been on appeal since 1987. These actions may have had an influence on the recent DEP ruling of this appeal that is favorable to the Town so that the Town can now legally close up the dunes at street end openings (to prevent flooding) when necessary or permanently.

I was asked by the Town Manager to help Paul Paquin (Hull Conservation Commission) and Roberta Balduzzi (Hull Beach Advisory Committee) organize the FEMA dune informational forums held this spring at Hull High School. I still am in contact with the FEMA, MEMA, and ACOE representatives that I invited to the meetings and would ask their advice if needed.

I would like the Town to accept the FEMA funded dune offer

and am encouraging the Town of Hull residents to accept the proposal for this flood protective dune at the Town Meeting on October 19, 1992.

I have taken the summer environmental courses offered by Hull Marine Environment Institute for the past two years and have written about these exceptional courses for the Hull Times.

I have participated in the Grass Roots beach grass planting in the first year 1987, plus 1988, and 1989. I planted beach grass, beach plum, and beach roses in 1990, 1991, and 1992 obtaining the plants from a supplier from the Cape and Plymouth County Conservation District's annual spring plant sale.

I have organized the annual (international) Coastal Zone Management's Coastsweeps cleanup at all of the beaches in Hull and the Hull High School freshman class cleanup at Hull Gut and Coast Guard Beach (1990 and 1991) and was a participant in 1989. This year's Coastsweeps cleanup in Hull was held September 19, 1992 and the Hull High School cleanup on September 21, 1992.

I was a member of Hull's Save Our Beaches as part of the research committee, chaired by Paul Paquin, studying the siting of the MWRA outfall pipe off the coast of Hull, (1986, 1987)

I am a volunteer and member of Save the Harbor/ Save the Bay, member of American Littoral Society, member of Mass. Audubon Society, member of Mass Bays Program, and other organizations. Newsletters and other information sent by these organizations are very helpful in my field of interest.

I have donated, with the Hull Lifesaving Museum, an easy to understand coastal book titled: Coastal Rescue to all of the school libraries. Other informative coastal books were donated to the Hull Environmental Institute from the museum gift shop and myself.

Bowden
CHRISTINE M. ~~EMOND~~
237 South Walker Street
Taunton, Massachusetts 02780
(508) 824-7202

Education

Stonehill College — North Easton, Massachusetts
College of Liberal Arts
Bachelor of Arts Degree
Concentration: Psychology
Expected Date of Graduation: May 1992
Activities: Psychology Society, Equestrian Team, Literacy Tutor

University of Salzburg — Salzburg, Austria
Participated in Psychology and German language culture studies

Work Experience

Family Service Association — Fall River, Massachusetts
Counseling Intern — January 1992-Present
- Participated in utilization reviews.
- Involved in administering and reviewing psychological tests.
- Provided one-on-one counseling in day care program.

Case Manager — September 1990-August 1991
- Guardianship program..
- Maintained full responsibilities of care for clients.
- Acted as guardian for clients in legal , insurance, and hospital issues.
- Geriatric day activity program.
- Provided day time activities for chronic mentally ill geriatric patients.

Child Care Worker — June 1989-August 1989
- Interacted with administration, co-workers, parents and children.
- Facilitated daily activities.

Southeastern Regional Association for Human Services — Taunton, Massachusetts
Adolescent Counseling Intern — September 1991-Present
- Provided one-on-one counseling.
- Participated in utilization review.
- Taunton High School Alternative Program.
- Tested students with both emotional and learning difficulties.

Gilmore School — Brockton, Massachusetts
Literacy Tutor — January 1991-May 1991
- Tutored inner-city children with learning difficulties.
- Coordinated daily lesson plans.

Interests

- Equestrian Sporting Events, Dog Breeding, European Travel, Skiing

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-References will be furnished upon request-

Mi-Ra Lee
(617) 868-5177

17 Mellen Street
Cambridge, MA 02138

EMPLOYMENT HISTORY

Program Coordinator (Oct/91-present), Very Special Arts Massachusetts, Boston, MA. Coordinate training of Cultural Access Advisory Committee. Coordinate youth "Disability Awareness" and survey of cultural institutions. Assist in Curriculum Development and coordinate Teacher Training and Artist in Residency Programs.

Accounting Assistant (Sept/89-Oct/92), Comptroller's Office, Lesley College, Cambridge, MA. Part-time employment while attending Graduate School. Assisted in all phases of accounts payable function. Handled inquiries from vendors, departments and staff members.

Administrative Assistant (Jan/88-Aug/89), International Center of New Haven, Inc., New Haven, CT. Assisted foreign visitors, scholars and their families with orientation to New Haven. Provided counseling, housing assistance and English language tutors and referrals. Recruited and supervised volunteers for the "Tutoring Program" and the "Host Friendship Program". Prepared newsletters and orientation packets, organized special events, and acted as liaison between the community and the international population in New Haven.

Administrative Assistant (Oct/86-Jan/88), Yale Center for British Art, Yale University, New Haven, CT. Maintained the Photographic Archive. Assisted the Reference Librarian, research scholars and readers.

Personnel Assistant (Aug/85-Oct/86), Library Personnel Office, Yale University, New Haven, CT. Assisted in all phases of recruitment and selection of professional and clerical/technical employees for employment. Maintained close communication with departmental supervisors to determine their staffing needs for student and temporary positions. Recruited, interviewed and selected 500 student employees. Prepared and handled highly confidential materials.

EDUCATIONAL BACKGROUND

Simmons College Graduate School, Boston, MA
M.S., Education, Severe Special Needs (Expect to graduate in May 1994)

Lesley College Graduate School, Cambridge, MA
M.A., Education, Intercultural Relations, 1992.

Warren Wilson College, Swannanoa, NC
B.A., Economics/Business Management, 1986.

GRADUATE INTERNSHIP

Massachusetts Office for Refugees and Immigrants, Boston, MA. (Spring 1991). Developed and implemented a series of cultural awareness training program for the staff at the Office for Refugees and Immigrants.

PROFESSIONAL/COMMUNITY MEMBERSHIPS

AARW (Asian American Resource Workshop)
CEC (Council on Exceptional Children)
SIETAR (Society for International Education Training and Research)
Community Access Monitor

RESUME

James Fitzpatrick
79 Main Street
Hull, Mass. 02045
617-925-2389

PERSONAL

Father of two very active children.
Interests include woodworking, camping, sailing and fishing.

OCCUPATIONAL

1979-Present
General Contractor-developing and running my own business specializing in the remodeling and restoration of old and antique homes.

1975-1979
Vocational Director for South-West Boston Community Services serving the areas of West-Roxbury, Roslindale and Hyde Park.
The program was community based and aided a population of children from the 766-Program, inner city CETA placements and adults seeking residential placements.
My responsibilities included the teaching of specific work skills and general work habits, program development and placement,grant writing, acquisition of donations from the community, creation of an interface, and the creation and overseeing of four individual workshops.

1967-1973
Electronics Calibration Technician

EDUCATION

Associates Degree in Science-Northeastern University
Electronics Tecnician-Wentworth College
High School-Rivers Country Day School

Ralph Louis Le Blanc, A.I.A. offers a unique service in the field of architecture.

An Architect in practice as a principal for more than twenty-five years, acquiring a wealth of experience, apparent in the diversity of commissions on the accompanying list. This experience developed the ability to foresee common construction problems and design to avoid them.

This, combined with a strong analytical and innovative sense creates buildings that are well planned, practical and beautiful, without increased costs

These attributes are applied to all commissions whether they be a home bathroom or a multi-building town center. Each project is treated with the same care regardless of size. Unlike large architectural firms, each project is under the direct control of Mr. LeBlanc and receives his personal attention until it is completed. Long drawn out design periods are kept to a minimum, thereby reducing overhead, allowing for more reasonable fees, without the sacrifice of good design.

Ralph Louis Le Blanc is registered to practice architecture in Massachusetts, Connecticut, New Hampshire, Maine, Vermont and New Jersey.

Member of the National Council of Architectural Registration Boards (NCARB), A.I.A., B.A.C., B.S.A. and the Institute for Urban Design.

Studied architecture at the Boston Architectural Center and Massachusetts Institute of Technology, where he acquired top honors for design

Served as teacher-critic, Chairman of the Exhibition Committee and Board Member of the Boston Architectural Center; member of the Advisory Board of the Town of Brookline; Director of the Newton Taxpayers Association and member of the Hull Conservation Commission.

The lists following illustrate the varying types of commissions completed as design architect:

RESUME

Marilyn Seastone Pratter

Professional Objective

English teaching position. Strong interest in ESL, programs for youth from international cultural backgrounds. Special interests in gifted and talented, innovative programs, programs combining age levels and abilities, K through college.

Education

BA, English/Humanities, Shimer College, Mt. Carroll, Illinois.
Teaching certificates in English, 7-12 (Montana and Alaska).
Additional coursework in reading, drama, literature and education.
General certificate of Education (British).

Work Experience

Cultural Homestay Institute. ESL to Japanese university students, coordinator of homestay program.

Private tutoring in English and Sciences, Cohasett, MA.

Mountain View School, Helena, MT. Chapter I English tutor.

Montana School of Creative Arts, Helena, MT. Literary Arts Director.

University of Wisconsin. Dialect research for the Dictionary of American Regional English project.

Other Experience

Chair, Parent Advisory Committee, Hull Memorial School.

Member, Parent Advisory Committee, Hull Junior/Senior High School.

Hosted Japanese, Slovak, Czech, and Swedish students.

Taught ESL to Hmong and Laotian refugees. Missoula, MT.

Board of Directors, Montana School of Creative Arts. Assisted in grant writing and legislative proposals.

Young Writers Conference for Gifted and Talented Program. Missoula, MT.

Hull Council For Business & Cultural Development

Volunteer Community Mentors Form

Name: _____ Phone Number: _____

Address: _____

Title: _____ Organization: _____

Please list your areas of skill or expertise:

1. With which grade level(s) of students would you prefer to work?

   ☐ Pre-School - 2nd Grade ☐ 3rd - 5th grades ☐ 6th - 8th grades ☐ High School

2. Do you have any skills, resources, or contacts that may help us with any of these new interdisciplinary, experiential apprenticeship projects? If yes, please list.

   a. Communications/Journalism ☐ Yes ☐ No
      List:
   b. Health/Human Services ☐ Yes ☐ No
      List:
   c. Math/Science/Technology/Environment ☐ Yes ☐ No
      List:
   d. Business Strategies ☐ Yes ☐ No
      List:
   e. Early Childhood Development ☐ Yes ☐ No
      List:

3. Are you willing to speak during a career day? ☐ Yes ☐ No
4. Are you willing to volunteer as a mentor for a student? ☐ Yes ☐ No
5. May a high school student "shadow" you at work? ☐ Yes ☐ No
6. Are you willing to help a teacher with a field trip or field work? ☐ Yes ☐ No
7. May a teacher call upon you to help students? ☐ Yes ☐ No
8. Are you able/willing to teach a student seminar? ☐ Yes ☐ No
9. Are you able/willing to co-teach an adult seminar? ☐ Yes ☐ No
10. Best time for meetings with teachers and/or students? ☐ Yes ☐ No
11. Do you have any other ideas, resources, or comments? ☐ Yes ☐ No
    If yes, please use the back to write them to us.

Please return this form to Timothy Anderson c/o 936 Nantasket Ave. Hull 02045

Hull Council For Business & Cultural Development

Hull Partners In Education

Volunteer Mentors For Charter School / *Corps*

#	Volunteer Mentor	Phone #	Skills
1	Timothy Anderson	925-3078	Management Consulting
2	Dolly Appel	-0342	Writing
3	Arthur Augenstern	1438	Construction
4	Jim Bencivenga	3941	Editing, Publishing
5	Joy Bencivenga	3941	Art
6	Linda Beres	5693	Environment
7	Fr. Doug Borowski	0680	Foreign Languages
8	Fr. Doug Borowski	0680	Counselling
9	John Brigham	0024	Accounting / Computers
10	Kate Brigham	0024	Retirement Plans
11	Jan Cannon	484-7522	Apprenticeships
12	Leonard Colten	2031	Bookkeeping
13	Pamela Cooney	3078	Urban Planning
14	Pamela Cooney	3078	Urban Planning
15	James Davenport	9245	Biology / Nursing
16	Jim Fitzpatrick	2389	Construction
17	Jim Fitzpatrick	2389	Construction
18	Paula Fleck	573-8407	College Tuition Collection
19	Sue Fleck	0015	Business
20	Steve Fludder	0273	Engineering
21	Steve Glavin	0478	Prison Administration
22	Gail Glines	0074	Architecture
23	Gary Glines	0074	Architecture
24	Jim Gillis	1843	Retired Clerk/Magistrate
25	Connie Hagerty	2606	AIDS Nursing
26	John F. Hubbard	383-0586	Environmental Conservation
27	Cheryl Huston	0602	Env. Technologies
28	Cheryl Huston	0602	Env. Technologies
29	Nanci Jaye	4173	Art
30	Charles Karas	2047	Retired
31	Carl Katzeff	9323	Information System Manag.
32	Cynthia Kellem	3676	English Teaching
33	Susan Kestler	9323	Nursing
34	James Killoran	2834	Airline Trouble Shooting
35	Dr. DebraAnn Kirby	5976	Research Science

36	Nancy Kramer	9066	Environment
37	Carol Krzywda	0995	Nursing
38	Ed Krzywda	0995	Operations
39	James Lampke, Esq.	2000	Law
40	Ralph LeBlanc	1077	Architecture
41	Jo-An Levine	0332	PR and Art
42	Stephen Levine	0332	High Tech Co. Manager
43	John Lidington	2969	Photo Journalism
44	Marybeth Lidington	2969	Interior Design
45	Dr. Steve Locke	5100	Dentistry/Nuclear Physics
46	Edward Lothrop	4608	Pruchasing - High Tech.
47	Dr. Jo Loughnane	0353	Early Childhood Ed.
48	Robert Mamis	2188	Magazine Journalism
49	Francois Martel	3893	Space Station Design
50	Jillian Martel	3893	Teaching
51	Patricia McCann -	5404	Physical Therapy
52	Jean McCluskey	9057	Environmental Engineering
53	Bill McDermott	545-0893	Journalism
54	Bea McWhorter	2346	Government Management
55	Lynn G. Nichols	1703	Vocational Director
56	Timothy Nichols	1703	Counselling
57	Normandie Nigh	383-2515	Marketing/Fitness
58	Michael Nuesse, Esq.	749-3440	Environmental Law
59	Sarah O'Loughlin	4599	Psychology/Sociology
60	Sarah O'Loughlin	4599	Psychology/Sociology
61	Spencer O'Louglin	4599	Sales
62	Lenny Peters	0601	Optical Sales
63	John Plunkett	0775	Counselling/Management
64	Dr. Frederick Pratter	1380	Information System Manag,
65	Dr. Frederick Pratter	1380	Information System Manag.
66	Norman Rogers	3384	Waste Treatment
67	Nick Russo	0540	Fire Protection/Prof. Devel.
68	Regina Harte Ryan -	522-9026	Public Relations
69	Maralyn Seastone	1380	Teaching
70	Lisa Scarry	5638	Alternative Education
71	John Struzziery	3715	Environmental Engineering
72	Stacy Sutton	5141	Bookkeeping
73	Carrie Taylor	2040	Project Management
74	Francine Townsend	2273	Marketing
75	Paul Townsend	2273	Economic Development
76	Dr. Polly Ulichny	545-3598	Curriculum Development
77	Kitty Ward	749-3108	Market Survey Research
78	David Williams	4346	Environmental Prog. Manag.
79	Arnold Winston	383-1346	Ret. Env. Home Builder
80	William Wiseman	5012	Investment Consulting
81	Craig Wolfe	5151	Textiles
82	Pamela Wolfe	5151	Public Affairs Coordination

South Shore Educational Collaborative

An Educational Collaborative Serving

BRAINTREE ◆ COHASSET ◆ HINGHAM ◆ HULL ◆ NORWELL ◆ QUINCY ◆ SCITUATE ◆ WEYMOUTH

East School, Collins Road, Hingham, MA 02043

617-749-7518 TTY

January 18, 1994

Dr. Piedad Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, MA.

Dear Piedad:

The South Shore Educational Collaborative enthusiastically supports and endorses the Charter School Proposal submitted by Dovetail Consulting. This is a unique and innovative proposal using the "junior year abroad" concept in which students would concentrate in one or two majors, selected from among the environment, human services, communications and early childhood services. It would be open to students from Hull and other Collaborative, and South Shore school districts.

Further, this concept of a "junior year abroad, could be expanded in the future to other communities within the Collaborative. Such experiences could include health related services, marine sciences, technology and other areas of concentration. Currently, some of these programs are offered by other school districts within the Collaborative. We intend to act as the broker for Collaborative schools' students interested in attending this Charter School.

This charter school approach proffered by Dovetail Consulting has much to offer students in the Collaborative and South Coastal Regional Employment Board Area. As previously mentioned, it could eventually be successfully replicated in a number of communities throughout the region.

We recommend that the Commonwealth select the Charter School Proposal being submitted from Dovetail Consulting. It has a great deal of potential for assisting students in their preparation for the future. Also, it can provide school districts with an effective alternative program for preparing students for the world of work in the next century.

Sincerely,

Michael J. Savage, Ed.D.
Executive Director

MJS/jg

SEA HULL

January 17, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
Boston, Massachusetts

Dear Secretary Robertson:

The Board of Directors of the Hull Council For Business & Cultural Development has voted to actively support the ongoing development of the South Shore Charter School in Hull and acting as the fiscal agent for any foundation and corporate grants received.

Our Mission is to foster positive, effective leaders, to raise Hull's expectations, to identify and build on Hull's assets, and to create new business and cultural opportunities. We feel that the Charter School helps to accomplish this mission.

We act as the Local Education Foundation for the Hull Public Schools, recruit and place mentors for the Hull Schools, and act as the fiscal agent for Blue Ice International in its work bringing educational reform through the vehicle of the multi-national study of Antarctica by school children.

Over the past two years, we have worked closely in the design and implementation of the work of the *Hull Environment & Service Corps* in the areas of park development, study of pond pollution, access to cultural facilities, the provision of increased transportation to elders, and economic development marketing of the community. We view the *Corps* and the Charter School as needed and positive steps for Hull, our students, and their parents. It represents an exciting alternative means to accomplish the mission of the Hull Public Schools. We believe that it will result in improvements in our schools.

Four of the members of our Board of Directors have agreed to serve on the Board of Trustees of the South Shore Charter School.

Please feel free to call me at 450-3310 with any questions that you have about the Council or about our level of commitment.

Sincerely,

James J. Bencivenga
President

Board of Directors

James J. Bencivenga
First Chuch of Christ, Scientist
President

Francine F. Townsend
Sandcastle Associates, Inc.
Treasurer

Timothy Anderson
Dovetail Consulting
Clerk
Managing Director

Paul R. Townsend
Sandcastle Associates, Inc.
Weir Project Director

Michael Nuesse, Esq.
Attorney
Counsel

Carl R. Katzeff
Kidde-Fenwal, Inc.

Robert Mamis
INC. Magazine

Pamela Wolfe
Sverdrup Corporation

Current Projects

Blue Ice International

Cultural Access Project

Friends of Weir River Estuary

Hull Community Vans

Hull Elder Access Coalition

Hull Marketing Apprentices

Hull Partners in Education

Local Education Foundation

Scientific Research Committee

Youth Build - Hull

Weir River Estuary Park

Weir River Field Lab

HULL COUNCIL FOR BUSINESS & CULTURAL DEVELOPMENT, INC.
P.O. BOX 402 ♦ HULL ♦ MASSACHUSETTS ♦ 02045 ♦ 617-925-3078

Suffolk University - Hull Public Schools

Partnership Summary

In the Spring of 1992, Suffolk University and the Hull Public Schools agreed to work together to educate, encourage, equip and inspire our students and faculty and the community at large. From the outset, our four mutual objectives have been:

- To raise students' appreciation of and aspirations for a college education and professional career;
- To broaden students' exposure to the rich social and cultural diversity that exists in the Town of Hull and at Suffolk University;
- To help students develop a belief, through practical experience, in their ability to make choices that enhance the quality of their lives -- and the life of their community; and
- To develop new, more effective ways, of teaching and learning about critical issues in the Arts, Sciences, and in Business.

From Hull's perspective, the long term objective is to strengthen the capacity of its new Hull Environmental High School through the following:

- More in-depth and relevant project-based learning projects for the students;
- Expanded awareness of the reality of today's colleges and work places for both students and their teachers; and
- More programs for adults and youth in the community to strengthen life-long learning.

The benefits to Suffolk University include building a publicly visible partnership with an innovative public school district; having a strong relationship with a high school to increase the number of applications; and piloting a satellite college "campus" on the South Shore where there are no colleges or existing college satellites.

1. **College Exposure**: The past two Springs, the Sophomore class participated in a full day of college classes and meetings with staff and students at Suffolk.

2. **Straits Pond Pollution Study and Weir River Estuary Management Plan**: The Chairman of Suffolk's Physics and Engineering Department serves on Hull's Research Committee and regularly brings Suffolk students on Saturdays to Hull to work with high school students to track data and graph information they have gathered studying the midge fly infestation and ongoing pollution of Straits Pond. This is the second year of this program.

3. **Journalism Apprentices**: a professor from Suffolk's Communications & Journalism Department is the head teacher in the 2nd year of a pair of popular 50-hour after school high school journalism courses granting 2 1/2 high school credits and 3 college credits.

4. **Scholarships**: Suffolk awards an $8,000 scholarship to the Hull senior interested in attending Suffolk who wrote the best Senior Thesis on the environment as an exhibition of what they mastered while in High School. Suffolk has also agreed to financially match the scholarships (about $2,000 each) earned by *Corpsmembers* who successfully complete a year in the *Hull Environment & Service Corps* and wish to attend Suffolk.

5. **Staff Development**: Suffolk has provided trainers to conduct staff development workshops in a variety of areas as requested by Hull staff.

South Shore Elder Services, Inc.

"One of the Benefits of Growing Older"

639 Granite Street • Braintree, MA 02184 • Voice TDD: (617) 848-3910 or 383-9790 FAX: 843-8279

February 14, 1994

Dr. Piedad Robertson
Secretary of Education
COMMONWEALTH OF MASSACHUSETTS
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Dr. Robertson:

This is a letter to support the proposal submitted by Hull students, parents, educators and community members to establish a new community-based, public, alternative education program established on the interdisciplinary project-based model developed by Hull Environment and Service Corps of the Hull Public Schools.

South Shore Elder Services (SSES) is a private, non-profit agency that receives federal, state and private funds to provide a wide range of services to persons sixty and over in ten towns and the City of Quincy. As a regional Area Agency on Aging, we are mandated to coordinate elderly services in our communities and to identify unmet needs. We have a large number of volunteers providing a multitude of services but have identified many unmet needs that can be acquired by building community awareness through education, and by using the model developed with the Hull Public Schools of an Intergenerational Service Corps. This Corps has been trained in gerontology, supervised and coordinated by a VISTA volunteer placed by SSES with the school system, and has provided a variety of essential services to a frail, at-risk population.

SSES has developed a curriculum in gerontology that has been presented to several Hull teachers and to all Corps members. We have an agreement with Boston University School of Public Health and have sponsored fifteen volunteers to be certified in gerontology. We also have an agreement from the University of Massachusetts Gerontology Center to develop trainings that will give students advanced credits and teachers continuing education hours. We work closely with the Councils on Aging and the Corp to identify needy clients.

The staff of SSES has worked closely with the Corps and are committed to continue the in-kind services provided by and through our agency. We are also willing to continue Christine Bowden's role as the Coordinator of SSES' Intergenerational Programs and as a liaison between us and the Corp, and to commit the time of our

Community Services Director, Gena Leonard, on a Board level.

SSES has worked with Tim Anderson for several years, hiring him to work with our Board of Directors on development and to help write and submit proposals. He is the reason we started our intergenerational program in Hull. The Board and staff who have worked with him have found him to be creative, energetic and committed. He has a vision for his community. We anticipate working with Mr. Anderson in the future on the development of other community projects.

The students made a video about their training and direct work with clients. It is a tool we have used in presentations to show how barriers and prejudices are being broken by the interaction of students, staff and older members of the community - it is a very positive and exciting project.

If you need more information or have any questions, please feel free to call.

Sincerely,

Edward J. Flynn, Jr.

Edward J. Flynn, Jr.
Executive Director

EJF:GL:PiRbts.jmm

VERY SPECIAL ARTS MASSACHUSETTS

Maida S. Abrams
President
Charles L. Washburn
Vice President

State Office
China Trade Center
2 Boylston Street
Second Floor
Boston, MA 02116
617-350-7713
617-482-4298 (TDD/FAX)

Dr. Piadad Robertson
Secretary of Education
One Ashbruton Place
Boston, MA

February 11, 1994

Dear Secretary Robertson,

The application to establish a Charter School in Hull is a truly exciting and innovative proposal. VSAM has been a collaborator in the Hull Environment and Service Corps and know that the model they have developed is extremely effective. We have worked with students on cultural access projects and have observed phenomenal growth and development in these students. As part of their training the members of the Cultural Access Team took a course offered by the Massachusetts Office on Disability and became certified as Community Access Monitors. This is a demanding program which required both detailed knowledge of disability related law and the ability to represent a state agency in the field. I cannot imagine a better course of study to give students both essential employment skills and a sense of accomplishment and purpose.

The intergenerational component of the project also has great potential. Traditional schools provide little or no opportunity for high school age students to explore the field of earlychildhood education, however, it takes only a little imagination to see that these students have a great deal to offer each other. From growth and human development to psychology and pedagogy the possibilities seem endless. Clearly, the young students will find the older ones a great resource for learning and they will all benefit from the nurturing and cooperation which will result.

I have worked with Tim Anderson and his colleagues at Dovetail Consulting for many years. Tim has many strengths as a leader, first among them is the ability to empower the people and organizations around him. He can help people develop a vision and master the resources needed to make it a reality. Tim is well suited to develop this project. He has the personal contacts that will be needed to insure that the community network which is the underpinning for the project is in place and able to provide the students with tangible resources. Having worked directly with Tim on this project I can assure you that he will be tirelessly devoted to making the Charter School a resounding success that will serve the community and students well while providing a model for the interaction of community service and academic education.

Sincerely,

Maida S. Abrams
President
VSA Massachusetts

Town of Hull

OFFICE OF THE TOWN MANAGER

February 15, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing to enthusiastically support the proposal to establish a Charter School in Hull. The proposal has been developed by a variety of educators, students, parents, and community leaders under the guidance and leadership of Timothy Anderson of Dovetail Consulting. The proposal represents years of thoughtful discussion. Many aspects of the proposal have been successfully piloted here in Hull.

I have been very impressed by the work of the Hull Environment & Service Corps which is the basis of the 11th - 12th grade portion of the proposal. The Corps members have helped the elderly, disabled, environment and the morale of Hull. They are a true community asset.

The Charter School represents an exciting opportunity for the students and will further develop a new educational model. I believe that it will contribute to and enhance the Town of Hull's reputation.

I understand that there are many responsibilities associated with Hull hosting a Charter School. If we become one of the communities granted such a charter, we will endeavor to assure the Charter School's success.

Personally, as a former teacher and a new resident of Hull, I am delighted to be part of the Board of Trustees of the Charter School.

Sincerely,

Philip E. Lemnios

Philip E. Lemnios
Town Manager

Municipal Building 253 Atlantic Avenue Hull, Mass 02045
telephone (617)925-2000 fax (617)925-0224

SANDCASTLE
ASSOCIATES

February 9, 1994
Dr. Piedad Robertson,
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, MA. 02108

Dear Secretary Robertson:

This letter of support is written to encourage adoption of the alternative education program developed by the Hull Environment & Service Corps. of the Hull Public Schools. As business people in the community, we recognize the urgency to improving the local public schools. Much excellent work has begun. The current initiative is the logical progression of the innovative programs begun over the last few years in Hull. Our support goes beyond civic interest.

My wife and I attended the Hull Public Schools and graduated together as class president and vice-president in 1964. We attended undergraduate schools in Boston, married and spent the next decade as my wife was teaching and I pursued graduate degrees, worked for the federal government in Washington D. C., and eventually returned to Hull to complete Ph. D. level studies at M.I.T. Over this period of time, my wife's teaching experiences covered grades five through twelve in four different schools in both Maryland and Massachusetts. We have combined four college degrees and many additional graduate credits in a wide range of disciplines from education to the arts to advanced science. We have also raised two children in both public and private schools who are currently enrolled in colleges achieving Dean's List. We have both volunteered and worked in Hull, my wife serving for six years on the School Committee and both on many other local boards, advisory groups, and planning teams for the community over the years.

For the past five years our work in Hull has included several projects with the Hull Public Schools and the Hull Environment & Service Corps. from assistance with Grant applications and administration to working directly with the students and school advisors teaching project related aspects of environmental and biological habitats and their control and mitigation.

Sandcastle Associates Inc
P. O. Box 422
Hull, Massachusetts 02045
(617) 925-2273 Fax (617) 925-2315

We have been consistently impressed with the level of intensity, sincerity, and focus of the students as these programs unfolded in front of them. The organization and direction given was clearly on point and the students responded in kind. It is clear to us that these children are benefiting from this activity and, more importantly, they are learning real social, community, business and interdisciplinary skills that could not have been learned in the standard public school genre. It is also important to note that the community is reaping other great benefits since these young Hull citizens now have both a working knowledge and ingrained desire to participate in some of the most significant issues facing our town. It can not be stated stronger that this type of inter-community and inter-disciplinary program grabs a share of both the heart and mind of the students and bodes well for their eventual professional and civic integration in Hull and the region.

Timothy Anderson is the visionary who has evolved this concept in various stages over the last several years. He has worked within the existing school system creating and funding new programs for students of all ages. The Charter School plans are, in fact, a natural result of the efforts of Tim Anderson and many public school advisors. Mr. Anderson's past experiences and current activities point to the obvious conclusion that he is best suited to lead and direct this effort. His organizational and management skills are coupled with a true sensitivity and commitment for success. Those of us who have worked with Tim and the schools will be there to support the Charter School.

We fully endorse this proposal for the students, parents, educators, and residents to establish a new community wide, alternative education program based on the model developed by Mr. Anderson and the Hull Environment & Service Corps.

Sincerely,

Paul R. Townsend
Francine F. Townsend

SAINT
COMMUNICATIONS, INC.
Public Relations Consultants

Feb. 14. 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston. MA

Dear Secretary Robertson.

I strongly urge that you approve the charter school application of the team led by Timothy Anderson of Dovetail Consulting.

I've known Tim for almost 10 years and have worked with him on a number of volunteer and professional projects. He is a man of vision. a professional of great intellect. and a caring and thoughtful individual who has devoted many years to educational and charitable endeavors.

He is well known in Hull as a committed and innovative contributor to the public good and will. I'm sure. create a charter school that will become a model throughout the Commonwealth.

Please feel free to call me for any additional comments you or your staff may need in order to act favorably on Tim's application.

Sincerely,

P. Michael Saint
President

Saint Mary of the Assumption Rectory
55 Nantasket Avenue
Hull, Massachusetts 02045

February 14, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Dr. Robertson,

I write to you in strong support of the team seeking to establish a new community-based, public, alternative education program in Hull. I am the Roman Catholic pastor in Hull. I have been here a little more than a year, and in that time I have worked closely with Timothy Anderson on a church program. I have found him to be a man of vision and great integrity.

I believe that such a program would be a leaven to the educational system of the town - a challenge to question traditional forms and find better ways of helping our children prepare for the next century.

I also think that such a program would benefit the town and its young people. The little piece of earth that we call home is wedged between two affluent communities: Cohasset and Hingham. We are the "poor cousin" and in many ways that seems to be the town's self image. To have Hull selected for a grant for this kind of proposal would be a great boost to the community's psyche, and our young people's self image would also benefit greatly from this.

There are many questions about the future of our children and young adults, but it seems to me that unless we try some well considered and innovative programs, we are stuck in a rut with nothing to do but wring our hands and wonder what to do.

Our Hull Environment and Service Corps is already trying new ideas and concepts with some success. I hope they will be given the opportunity to expand what they have and achieve even greater success for themselves and our town.

Sincerely,

William G. Williams

(Rev.) William G. Williams
Pastor

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place
Boston, MA 02108

Dear Dr. Robertson:

I am writing in support of the proposal submitted by Tim Anderson of Dovetail Consulting to establish a Charter School in Hull, Massachusetts.

I come to this issue from many perspectives: as someone who has aggressively pursued education (BA. Boston College; MS. Northeastern; CPE Wharton; ABD, Boston College; Graduate Fellowship, Max Planck Institute, Germany); has been involved with the Hull school system and community (development committee, Career Days, Hull High School); a small business owner; and now, as the Associate Vice President of College Relations, responsible for all enrollment management initiatives at the graduate and undergraduate levels for Bryant College. Yet, it is also as someone who comes from the Bronx, New York, and did not have access to resources brought together by the charter school concept, that strengthens my support for the Hull proposal.

Over the years, I have observed with interest the metamorphosis of Tim's proposal. Unlike other proposals before you, Tim's idea to create a strategic alliance between public education, and business and industry did not begin with the Commonwealth's initiative.

For many years, I have observed Tim's demonstrated leadership to think ahead of the times. He has helped light the imagination of students who normally see education as a burden. His judgement is keen and thorough. His focus has always been on the students, and who they can become. His emphasis on process being the teacher, as opposed to the completion of isolated tasks, has returned the responsibility of education back to the students. The fact that the Corps is managed by a student board of directors points to this. His work has consistently been underlined by a belief that education starts from within.

All colleges, including Bryant, are all struck by the increasing numbers of ill-prepared prospects we have to chose from. Because of budget cuts, more and more students are lacking the necessary attention from guidance counselors. In fact, many schools have eliminated this position. This year, applications to college are lagging significantly behind last year. It is not all related to being able to finance an education. Students are more frustrated than ever because of the lack of direction - both personally and

educationally. They are having a harder time formulating career goals. and choosing the right path for themselves.

We all learn in different ways. What the Hull Charter School proposal will provide is the environment for students, who choose it, to actively participate in their education; to house their high school years inside an intellectual structure which incorporates the real world as its laboratory. This program will naturally groom problem solvers; students who can think on their feet; students, who through their own investment, integrate education.

Integrated experiential learning is not an issue just for secondary education. It is a national issue facing graduate education - particularly the MBA. I am currently working with the Dean of Academic Affairs in helping him restructure the College's MBA program. Next year, Bryant will offer an MBA with an experiential component which will far exceed those at other institutions. This is because corporate leaders are telling us that, even with the best traditional education, hands-on experience is the critical indicator for success.

The Hull Charter School will be a very important source of prospects for Bryant. Its success will not be a 'best kept secret', and many colleges will compete for its graduates. And this, quite frankly, means more financial aid dollars for its students. In anticipation of the proposal's approval, I have approached numerous Bryant faculty, who live in the area, to consider participating from the onset. As in the past, I will offer my time and energy to make this charter school a success.

The new South Shore Charter School in Hull will be a public school, with rich professional resources and energies committed to the students of Hull, and the Hull Public Schools. The change that is about to happen as a result of this charter school will better public education at all levels, and be a source of pride for the students, their parents, teachers, Hull and the Commonwealth.

Very truly yours,

Regina Harte Ryan
Associate Vice President

QUINCY COLLEGE

34 Coddington Street, Quincy, MA 02169 (617) 984-1600

February 9, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Dr. Robertson,

As the environmental science coordinator at Quincy College and resident of Hull, I am very excited about the South Shore Charter School in Hull. Tim Anderson is a member of the our Environmental Science Advisory Committee, and I have been extremely impressed with his interest and involvement in tne college's recently adopted Associate of Science Degree Program. Tim is an important catalyst for numerous innovative educational programs in Hull and surrounding communities, and his expertise will be a great asset in making the Charter School a reality.

I came to Quincy College with a vision of creating an applied environmental science curriculum combined with internship opportunities. My interdisciplinary educational background in environmental science, legal studies, management and environmental affairs has provided a fundamental belief in the importance of making knowledge applicable to current problems. Students must see how theory is valuable in the workplace for achieving personal as well as community goals.

Mr. Anderson shares a similar vision, and we have worked together to bring Hull High School students into an Introductory Wastewater Technology course here at Quincy College. These Hull Environment & Service Corps students, having studied the effect of septic system leeching on Straits Pond, wanted to learn more about the science and technology of pollution prevention. The knowledge gained in our program has provided students the ability to obtain certification as wastewater treatment operators, thus linking education with applicable workplace skills.

I strongly believe that the Environment & Service Corps developed by Tim Anderson represents the cutting edge of environmental and other community-based education, which could be further developed through the designation of Hull as the new South Shore Charter School. Meeting the needs of students, and ultimately the community as a whole through alternative, interdisciplinary project-based learning is a critical need for both the Commonwealth and the nation.

Sincerely,

David T. Williams

David T. Williams M.S., C.A.G.S.
Environmental Science Coordinator

Note: This letter is a personal statement and does not represent an official endorsement of the proposal by Quincy College.

FIT FOR SUCCESS, INC. *A Non-Profit Organization*

February 10, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, MA 02188

Dear Dr. Robertson,

I am writing this letter to commend the work of Tim Anderson and to support the new South Shore Charter School which he is proposing to establish in Hull, MA. I am the Executive Director of Fit For Success, Inc., and I have been working with Tim for the past four years. He has done a great deal to help our non-profit grow from a small, struggling enterprise to an innovative youth leadership training organization with bi-coastal programs and opportunities.

Tim's commitment and dedication to empowering youth to be active leaders in the school and community has always been apparent in his work with Fit For Success and I have been equally impressed with his work with the Hull Environment & Service Corps. Tim arranged for Fit For Success to provide team-building workshops for Corpsmembers and an intergenerational team-building session with students and senior citizens as part of the Corp's tri-town intergenerational program. I have personally seen many positive results and contributions which have been made both by Tim and by the Corps and feel that the group has been a tremendous addition to Hull Junior/Senior High. It has served to raise awareness and interest in issues which face Hull residents and Hull is very fortunate to have students who take such an active role in the community and serve as positive role models for other students and adults.

Hull is also fortunate to have someone like Tim Anderson who is willing to take on the challenge of creating a charter school which will help Hull, the students of Hull and the Hull Public Schools to make the changes that they need. I unhesitatingly recommend Tim for leading the South Shore Charter School because he is so committed to creating project-based educational experiences which will help students integrate work and learning. This new charter school will be an excellent model for schools around the country and I believe it will make a tremendous difference in the well-being of Hull's citizens and the prosperity of the community.

I urge you, Dr. Robertson, to support this exciting and innovative project, and if I can be of any further assistance please call me at 617 / 383-1515.

Sincerely,

Normandie Nigh

Normandie Nigh
Executive Director
Fit For Success, Inc.

97

P.O. Box 403, Cohasset, MA 02025 (617) 383-2515 FAX (617) 383-1915

-ity - Assumption of The Virgin Mary Church
511 Jerusalem Road, Cohasset MA 02025 • (617) 383-0350



The Rev. Fr. John G. Maheras
Pastor (617) 545-7485

December 13, 1993

Executive Office of Environmental Affairs
Massachusetts Relief Coordinator
Boston, Massachusetts

To Whom It May Concern:

This letter comes as a hearty and deserved recommendation for the Hull Environment and Service Corps with which our Parish and I personally worked in close conjunction on a project of a Handicap Access Ramp.

The students involved, their director Mr. Tim Anderson and the coordinating contractor worked ~~worked~~ in harmony and agreement in accordance with the specifications and design for the project. The Handicap Access Ramp stands today as an indication of the cohesion, concord, and agreement of the whole group working with consensus and cooperation so that the project speaks volumes of their sincerity of purpose, their intent on doing a job and doing it well, as well as their dedication and spirit to the whole program.

Therefore, I come to recommend the Hull Environment and Service Corps and them most highly for the tree-planting project. You will find that they will work with you in close conjunction, compatably and willingly until the completion of the project.

Cordially,

Rev. Fr. John G. Maheras
Pastor



South Shore Elder Services, Inc.

639 Granite Street • Braintree, Massachusetts 02184

• (617) 848-3910 383-9790

&

HULL COMMUNITY SCHOOLS

81 Central Avenue
Hull, Ma. 02045
Tel.# 925-0773

December 9, 1993

To Whom it May Concern;

I am writing to communicate my support for the Hull Environment and Service Corps and their work in the Hull community.

Their involvement in elder needs and issues of disabilities has created broad support and we look forward to working with them on a tree-planting project,

Sincerely,

Caroline Taylor

Caroline Taylor
VISTA Volunteer

Hull Public Schools

Office of the Superintendent, 81 Central Avenue, Hull, MA 02045
Tel.. 925-0771 Facsimile: (617) 925-0615

December 10, 1993

TO WHOM IT MAY CONCERN:

I am pleased to write this letter of recommendation for the Hull Environment and Service Corps. Having the privilege of being involved with the Corps, I have first hand knowledge of the impact the students have made in their community. Their projects range from Weir River studies on midge control issues, to providing meals on wheels for disabled residents and senior citizens.

Needless to say, students actively involved for the betterment of their community, can be the cornerstone for the development of responsible citizens and leaders in our future. Therefore, I firmly believe we need to provide our youth with more opportunities that will facilitate this process of personal growth.

Elaine French EF.
Director of Special Education

100

[illegible]
Hull, MA 02045
February 14, 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

My name is Julia Pratter and I am a Hull student. I have worked with the Hull Environment and Service Corps for one year, most recently in a leadership capacity, and I am very interested in charter schools. I believe that Hull seriously needs one.

Until recently, I attended Hull Jr/Sr High School. I walked through three years, making excellent grades with only minimal effort. My schoolwork did not interest me, and I found myself studying information for a test and then forgetting it the subsequent week. I did not like heterogeneous grouping, and for me, writing research papers was excruciating torture. In my junior year, after a catastrophic series of mandatory school research reports, I was hired by the Corps, and my entire attitude toward learning changed.

I worked on environmental projects, mostly in studying the pollution of nearby Straits Pond. In our pond studies, we needed to understand the concepts of biology, and I got to know chemistry in a whole new way. The pH scale became important in a real life situation, whereas in my chem class it was a day's discussion. For the first time in my life, I enjoyed doing research, because the information was immediately applicable to a problem I wanted to solve. It especially helped, I found, to discuss my work in groups, because explaining to others helped me to fully understand the material. I learned to be self-motivated and to work in a team. I was then promoted to a staff position to assist Mr. Timothy Anderson with the Charter School project.

My role was to collect signatures in support of the proposal, and in doing so I had to explain the charter school's objectives roughly 6.02 x 10^23 times. (I was not allowed to say the word "charter", however; it was deemed too political). To explain our meaning of "alternative education", I would talk about the accomplishments of the Environment and Service Corps. I would use the pond studies as an example of interdisciplinary learning. I described how in school, biology and chemistry are separate subjects. We study them in different years. In the Corps, we study the sciences as they are in nature: inseparable. We've had to learn to use computers to keep track of our data, and to coherently write a report explaining how we arrived at our findings. (I am currently an engineering major at Suffolk University and that's essentially my course load.) People responded enthusiastically in almost all cases: some people were worried about their taxes increasing. This positive response made me very hopeful; I think that if this revolutionary

school existed, the community would get behind it one hundred percent.

Dr. Robertson, I think that Hull High School, although full of excellent teachers with good intentions, cannot satisfy the diverse educational needs of its students with a "one-style-fits-all" structure. The charter school could serve as a guide, to show different ways of implementing change. In the short term, it would afford Hull students a unique educational opportunity. I beg you to consider Hull as a recipient for a charter.

Sincerely yours,

julia pratter

Julia M. Pratter

P.S. I have known Mr. Anderson for five years, and I know him to be deeply committed to the students of Hull. His guidance has helped me through several dubious school projects, and he always inspires me with hope for the future of education in our town. He is always encouraging of student initiative, yet from working with him in the Corps I know him to be well-versed in protocol. Mr. Anderson's unique combination of qualities make him a superb leader, unlike any school administrator I have ever known in his flexibility and creativity. He has helped us all to learn to be leaders in our own right. He would be ideal to lead this charter school.

Dr Robertson

Re Reference for Mr Tim Anderson

I am the proud parent of 3 Hull School children

I am very active in town + school projects - being on many commissions + boards This has allowed me to work closley with Mr Tim Anderson on many project based learning programs He has Pioneered - Created staffed - funded + followed thru on the Corps + other projects that my Children + others Have grown - learned Flurrished + Succeed in

On a personal note Tim + Jo Loughrane are very high quality individuals

Thank You

Craig L Wolfe

939 Nantasket Ave.
Hull. MA 02045

February 13. 1994

Dr. Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing to urge you to give the Hull Charter School proposal your most serious attention. I feel it is a well-conceived project, put together by inspired and insightful individuals, which promises to meet an urgent need in our community.

My husband and I have eight children, seven of whom have attended Hull public schools. Obviously we are deeply committed to education, and we feel that Hull needs this program urgently and, furthermore, will prove to be richly receptive to it.

Mr. Anderson and Dr. Loughnane have distinguished themselves repeatedly by their intelligence, insight, energy,and determination.

I feel the proposed Hull charter school is a great, well-thought-out plan, conceived by extraordinary individuals, and is desperately—and immediately-needed. I am convinced that,with your support, it will take root in fertile ground and flourish, becoming a great example and resource for the whole state.

Sincerely,

Marilyn Seastone Pratter

Dr. Pedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Dear Dr. Robertson,

I am writing to express my support for the proposed South Shore Charter School in Hull.

I have a BA degree in Psychology from Wesleyan University in Connecticut and have not worked outside of the home since my first child was born. I now have four children. Two attend the Jacobs Elementary School in Hull and two younger children are at home.

Both of my older children have been fortunate in having Dr. Josephine Loughran as a Kindergarten teacher. I have complete confidence in her teaching abilities and am always impressed by her progressive ideas and her respectful attitude toward children and parents.

Dr. Loughran is one of the few teachers at the Jacobs School who has encouraged parents to participate in the classroom. I feel strongly that

ment and other community members are valuable resources to our schools and that we need programs to allow for their involvement. All of my efforts to establish such volunteer programs have been soundly defeated by the principal and a majority of the teachers, with no reasons offered.

The existence of another choice of a school such as the proposed Charter School, would have a positive effect on the entire system. Teachers and school administrators may finally have some incentive to listen to parents' concerns and implement long overdue changes to the educational system in Hull.

Sincerely

Sarah O'Coughlin

Sarah O'Coughlin
12 Beacon Rd.
Hull, Massachusetts 02045

Corie Fehsenfeld

52 Vautrinot Avenue
Hull MA 02045

617-925-[illegible]
Fax 617-925-0992

February 14 1993

Dr Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place, Room 1401
Boston MA 02108

Re Proposed South Shore Charter School in Hull

Dear Dr. Robertson,

As an ex-educator and current Education Reform Activist I am in full support of the South Shore Charter School in Hull. I currently sit on both a School Council as a parent participant, and the System Wide Council. I am fully committed to change within the existing educational structure and see the Charter School in Hull as an extraordinary opportunity to promote that change by model and challenge.

Our school district has a jump on educational reform. Through the tenure of our last superintendent, Claire Scheff, the change cycle began. With the recent hire of our current superintendent, John MacLean, the change continues. We are feeling the momentum beginning to erode the resisters.

The Hull Environment and Service Corps is an outstanding example of significant educational improvement in which the community became integrally entwined in the process of engaging the minds and actions of our youth. Those in the Corps have had the unique opportunity of taking the information delivered to them by the High School and using it to make Hull a better place to live. I consider the challenge of using knowledge while interacting with shareholders to reach common goals the foundation for the future strength of our nation.

Jo Loughnane and Tim Anderson are highly committed to students learning and teachers guiding. They have actively worked on creating educational environments that excite and promote growth. The kids they work with are *educationally alive*. Their history of program design speaks to their excellence in both understanding the needs of the students, and of the required structural elements to perpetrate a program's success.

Given the caliber of Jo and Tim as far-sighted and well-tested educational planners, and the progress made in reducing the barriers to change within the Hull schools, I think the selection of Hull as a site for a charter school speaks well to the success of Charter Schools and Educational Reform. This success will be felt by our town, and those surrounding us. More importantly, it has great potential for becoming a model for use within the Commonwealth and our nation.

In closing, my kids *deserve* the opportunity to be educationally alive. They need educational options to the current paradigm that is taking the natural energy and excitement of a nine year old and replacing it with passivity. Please give Tim and Jo the well-deserved opportunity so my ch d's education may be salvaged.

Corie Fehsenfeld

Dr. Fieldd Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place Room 1401
Boston, Massachusetts 02108

Dear Dr Robertson,

I am writing in support of the South Shore Charter Sch
in Hull. I have absolute confidence in the capabilit
of Dr Josephine Loughnane and Mr. Tim Anderson wi
regard to this educational program. I am a parent of
four children the oldest of whom is in second grade
at The Lillian Jacobs school in Hull. I have a
degree in Mathematics from Boston College and worked
in the computer software industry until my second child
was born, at which time I decided to stay ho
with my children. I am a member of the Hull
Parent/Teacher organization. My oldest child was
fortunate to have Dr. Loughnane as her Kindergarten
teacher. Dr Loughnane encouraged me and othe
other parents to come into the classroom on a regular
basis. This was a great experience for both me and
my daughter. I felt that my participation in her educatio
experience at school helped her and her classmates
that parents and community members believe that our

[illegible] important.

While I certainly respect a daughter that and [illegible] teachers. I regret that regular parental involvement is not at all encouraged. I would love to have Dr. Loughmiller as my children's teacher at every grade if it were possible. She recognizes the different needs of her students and seems to be able to challenge all of them while giving them a secure environment ~~to~~ in which to learn. She welcomes parents to share and contribute to the experience

While I have not worked with the Hull Environmental Science Corps, I have certainly followed its progress. Tim Anderson has done a wonderful job putting this program together. We in Hull are very lucky to have such a committed individual willing to give so much of his time and energy to our children.

I believe that the South Shore Charter school will certainly benefit our children and lead the way to positive changes in our schools.

Sincerely,

Patricia A. Madden

Dr Francois Martel
30 Lynn Avenue
Hull MA 02045
(617) 925 3893

Dr Piedad Robertson
Secretary of Education
Commonwealth of Massachusetts
One Ashburton Place Room 1401
Boston Massachusetts 02108

Dear Secretary Robertson

I am writing in support of the proposal from Hull students parents educators and community members to establish a new community-based public alternative education program building on the interdisciplinary project-based model developed by the Hull Environment & Service Corps of the Hull Public Schools

My family has been residing in Hull since June 1992. I became a member of the Hull Memorial School Technology Board at the end of 1992, after which I proposed and volunteered to conduct with the support of the Memorial Middle School, an education experiment to teach the fundamental concepts of physics to a 6th grade class This experiment is going well and will last until the end of this Spring.

Although my work experience has been centering in the fields of space research and engineering (see attached resume), I have taught classes in mathematics and physics, and tutored students in the same fields I am very interested in the education process, and I have enjoyed greatly my teaching tasks

My education included six years of home school in France with little supervision, between the ages of 10 and 16. That successful experience gave me interesting insights into the education process, and the relative effectiveness of different approaches I intend to volunteer that experience at the service of the Hull alternative education program, especially to help set up the academic education system.

I believe that the project-oriented education as proposed for the Hull Charter School provides an integrated environment where students will be led to learn and perform to their best.

I met Tim Anderson at the Technology Board meetings and through other school related activities I am very appreciative of Tim's integrity, intelligence and dedication in his initiatives to improve education in our area in collaboration with the Hull community. He is most suited to lead the development of the Hull alternative education program, and he has my support in this endeavor.

Regards

F. Martel

Francois Martel, 2/14/94

8 Kenton Avenue
Hull, MA 02045
February 14, 1994

Dr Piedad Robertson
Secretary of Education, Commonwealth of MA
One Ashburton Place, Rm 1401
Boston, MA 02108

Dear Dr Robertson,

I am writing in support of the proposed South Shore Charter School in Hull. As a rehabilitation counselor and former teacher (Maine teaching certificate, K-8) I am concerned with the availability of quality education to every child in the community. This Fall my son will enter Kindergarten and I am primarily concerned that his needs as an individual be met in an educational setting. I am confident that the proposed Charter school with its emphasis on individualized instruction would afford any child the opportunity to begin their public school experience in a positive environment.

Tim Anderson and Jo Loughnane have contributed their skills for the betterment of the community by creating and supporting a number of worthwhile projects. I feel strongly that their background and commitment to quality education would serve our town well in a school setting. I have been impressed by Ms Loughnanes credentials and teaching methodology, and I plan to request her as my son's teacher, wherever she may be located.

One of President Clinton's five goals for improving the educational standard in this country is to increase parental involvement. I believe that the charter school, with its intergenerational approach and emphasis on community involvement is designed to fulfill this goal. As a concerned parent and former educator, I want to be involved in my son's formal education. I feel that the proposed Charter school would be receptive to parental input, perhaps more so than is the existing public school system.

In summary, I support the proposed charter school in Hull because I believe its emphasis on individualized instruction and intergenerational involvement would benefit the children of Hull as individuals and the community as a whole. It is my hope that you will support this proposal.

Sincerely,

Penelope Wolf Burns

111

Hull Environment & Service Corps
Hull Jr. / Sr. High School

A pilot of Hull's new "Project-Based Learning"

I sign in support of the proposal from Hull students, parents, educators, and community members to Dr. Piedad Robertson, Massachusetts Secretary of Education, to establish a new community-based, public, alternative education program based on the interdisciplinary project-based model developed by the *Hull Environment & Service Corps* of the Hull Public Schools.

Signature	Category	Address
[illegible]	[illegible]	[illegible]
Leah Marshall	student	339 Beach Ave.
Pete Butler	student	46 Bates st. (925-4238)
Elizabeth Tringali	student	23 western Ave
[illegible]	[illegible]	[illegible]
Ryan W Daniel	[illegible]	[illegible]
Joshua Preston	student	131 [illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
ELIZA SEASTONE	STUDENT	939 NANTASKET
[illegible]	[illegible]	[illegible]

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
Danielle Talpey	student	33 Main Hull MA 02045
Michael Little	student	11 S. " "
Jami Hornyhead	student	300 Newport Rd Hull MA 02045
Melinda Brown	student	9 Mayflower Ave
Sindi Hannan	Student	22 Gist
Mike Moan	Student	3 Scituate Harbor Rd.

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
Ed Beebe		13 Stanwood Rd.
[illegible]	H/S Project Dir.	
Virginia Keany	H.S. Spec. Ed. Teacher	128 Samoset Ave
Thomas J. Kennedy		3 RIVERS EDGE RD
Eric A. Tiede		1 Commodore's Court #4K5
Anne Snyder		97 Fortune Ave
Fred D. Mack		5 Harvey Place
Dean J. Stanley		50 Andrew Ave.
John A Pinto		42 Fort Ave
[illegible]	Former School Committee Member Town Employee	7 CHRISTINE RD.
Michael Bonfiglio	Corpsmember Student	46 Nantasket Ave
Melissa Stokes	Corpsmember Student	32 Pollazza RD

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
William S. Hunt	Educator	180 Main St., Hull
R.F. Cranston	Educator	1 Plainfield Dr., Hull
Nancy Kramer	Medical	235 Beach Ave Hull
Karen A. Hicks	Resident	3 SPINNAKER H.
Virginia J Capo	Resident	5 E St Dft
Nancy Kottka	Retired	Hull

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
Forrest Fuda	Hull employee	HHS
William F. Kraft	Parent	10 Douglas Ave
[illegible]	Parent	2 C St
[illegible]	[illegible]	[illegible]
Jane M. Reedy		581 Nantasket Ave
[illegible]	Parent	153 Sandset Ave
[illegible]	Parent	159 Atlantic Ave Hull
[illegible]	Hull student	[illegible]
Sara Peyton	Student	1st Ave
Betsy Russo	Taxpayer, Chair, Parks & Rec Commiss.	10 Christine Dr
[illegible]	[illegible]	[illegible]
Margie Lum	"	parent

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
	Corp/Staff member	
	Corps member	
	Corps member	
	Corps member	
Tricia Sullivan	Voter / Citizen	Hull Ave / Nantasket
Thomas Gaw	"	18 Pleasant Edge Rd Hull
James Howard	Planning Board Parent / Concerned Citizen	10 Ocean Side Dr Hull
Tom Pucci	Citizen	18 Ocean Side Rd
Estelle Pucci	Citizen	18 Ocean Side Dr Hull
Judith VanHaren	President	6 Crescent Rd Hull
M Lynda Colin	President	8 Ocean Ave Hull
Regina Owens	Resident	42 Summit Ave Hull
Helen M-Ware	Resident	2 Main St.

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Hull Jr. / Sr. High School

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Signature	Category	Address
[illegible]		[illegible]
J. V. Russo		10 Overlook Rd.
Mary Messina		29 Edwards St. Quincy
[illegible]	Mgr.	30 Lynn Ave,
Jerald F. McDonnell		212 Nantasket Ave.
Mary McDonnell		224 Nantasket Ave
Beverly Tramontozzi	School Nurse	7 Adams St
[illegible]	Town Assessor	F
Laura M. Talbot	Chair Board of Selectmen	66 Bay St.
James B Hampe	Town Counsel	5 C St Hull
Greg Sandler-Katsef		13 Oceanside Dr
Annette White		81 LYNN AVE, HULL

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
[illegible]	[illegible]	[illegible]
[illegible]	Parent	939 Nantasket Ave Hull
[illegible]	Parent/Administrator	79 Main St.
[illegible]	Town Employee	253 Atlantic Ave.
[illegible]	Year Round Resident Former Selectman	43 Park Ave.
[illegible]	Resident	57 Edgewater
[illegible]	Resident	57 Edgewater Dr.
[illegible]	Parent/Resident	713 Nantasket Ave, Hull, MA
[illegible]	Resident	1037 Nantasket Ave, Hull
[illegible]	Voter Resident	2 Main St
[illegible]	Voter/Resident	16 Summit
[illegible]	[illegible]	[illegible]

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
C. Anne Murray	Resident	1 Summit Ave
Laurence M. Cohen	Resident	1 Summit Ave
Bob Cu[illegible]	[illegible]	[illegible]
[illegible]	Resident	49 Beach Ave
[illegible]	resident	1089 Nantasket Ave
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
[illegible]	Parent	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]

Hull Environment & Service Corps
Hull Jr./Sr. High School

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Signature	Category	Address
[illegible]	[illegible]	[illegible]
[illegible] Kenney		1 Rivers Edge Rd Hull
Michael Sugrue	corporate	7 Hull Street
Carol Carlson	student	10 Malta Street.
Edward J. Mullin	student	8 Beacon Rd
Joseph Force	Employee	165 Nantasket Ave
Cynthia Ann Tkonich	Parent	131 Lamont Rd
Lynn Antone	Parent	421 Newport Rd
Rosemary Hodges	Teacher in parent	21 Winston Ave
Jean Brandes	parent	7 ALDEN ST.
Kathy DeNicola	parent	41 E St Hull
Cynthia DeCicco	Parent	74 E St Hull

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
[illegible]	[illegible]	[illegible]
[illegible]	resident	24 Douglas Ave Ext, Hull
[illegible]	resident	23 Bay Ss Hull
[illegible]	[illegible]	[illegible]
William J. Pinto	Resident	83 Main St. Hull
[illegible]	resident	17 Nantasket Ave Hull
[illegible]	[illegible]	[illegible]
[illegible]	RESIDENT	42 BELMONT STREET
[illegible]	student	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	owner	50 Andrew Ave.

Hull Environment & Service Corps
Hull Jr. / Sr. High School

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Signature	Category	Address
[illegible]	Education	Suffolk University
[illegible]	[illegible]	9 Fitch Rd
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
Cheryl A Finnerty	resident	6 B ST
Robert T Burke	Resident	6 Christine Rd.
James J Benevenga	Resident	12 Christine Rd
Paul M Ems	Resident	154 ST
Carl J Caldwell	resident	127 Spring ST.
Lili Canfield	Resident	5 Telegraph
Kathryn Conroy	Resident	64 T St
[illegible]	Resident	83 Hillside Ave

Hull Environment & Service Corps
Hull Jr. / Sr. High School

A pilot of Hull's new "Project-Based Learning"

I sign in support of the proposal from Hull students, parents, educators, and community members to Dr. Piedad Robertson, Massachusetts Secretary of Education, to establish a new community-based, public, alternative education program based on the interdisciplinary project-based model developed by the *Hull Environment & Service Corps* of the Hull Public Schools.

Signature	Category	Address
[illegible]	VOTER	1185 NANTASKET AVE
[illegible]		62 HIGHLAND
[illegible]	Voter	9 Willard
[illegible]	10th Year Spring T. Hull H.S.	c/o 15
[illegible]	resident	87 MAIN ST HULL MA
[illegible]	Voter	55 N ST Hull Mass
[illegible]		75 Highland Ave Hull
Kathy Sullivan	resident	11 Crest Rd Hull, MA
[illegible]		18 Kenilworth Ave Hull Ma

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Signature	Category	Address
[illegible]	RESIDENT/PARENT	12 BEACON RD HULL, MA 02045
[illegible]	Resident/parent	22 [illegible] Hull
[illegible]	Resident/parent	6 [illegible] Hull
[illegible]	[illegible]	[illegible]

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Signature	Category	Address
David J. Williams	Resident + Educator + New Parent	136 Hampton Circle Hull, MA
M Martel	Resident + scientist	30 Lynn Ave., Hull, MA
Patricia J Miller	Resident + parent	2 Alden Ave Hull Ma
Joanne	Resident & teacher	50 Andrew Avenue
Earl Coffin	Resident + Parent	12 Beacon Rd., Hull
Pamela Cooney	Resident + Parent	936 Nantasket Ave.
Lapsun Gardner	Resident - parent	43 Beacon Rd. Hull

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Signature	Category	Address
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		9 Tierney Cir
David C. Ichman		9 Tierney Cir
Timothy R. Jones		2 Alden Ave
Kelly A. Shanahan		30 Highland Ave, Hull, MA
[illegible]		5 Kenton Rd, Hull, MA

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Signature	Category	Address
Cindy Joy Wyborski	Resident	136 Hampton Circle, Hull MA
[illegible]	Resident	136 Hampton Circle, Hull MA
Jeanne M. McCluskey	Resident/Educator	91 Atlantic Ave Hull MA
Ellen Morrissey	Resident	1095 Nantasket Ave Hull

Hull Environment & Service Corps
Hull Jr. / Sr. High School

A pilot of Hull's new "Project-Based Learning"

1993-1994 *Corpsmember* Contract

1. I will strive to communicate well with and work inclusively, cooperatively, productively, and supportively for and with the *Corps* Head Teacher, Senior Crew Leaders, Crew Leaders / Teachers, Senior *Corpsmembers*, and fellow *Corpsmembers*.

2. I agree to behave appropriately and positively in representing the *Corps* and Hull in any training offered by a nonprofit, college courses, or job apprenticeship programs in which I may participate.

3. I agree to exercise professionalism, sensitivity, and confidentiality when working with elders or those with disabilities.

4. I agree to exhibit appropriate formality and respect for teachers who participate in the *Corps* when I encounter them in the Hull Jr./Sr. High School.

5. I will donate at least 25 hours of community service on projects pre-approved by the High School's Community Service program different from my paid projects and to recruit and manage community service volunteers from within the high school as well as adults from the community.

6. I agree to not be paid for any time spent on *Corps* projects that occur during the regular school day and that I may not be paid for nonproductive work time.

7. I agree to help to write quarterly reports and an "annual report" to community and school leaders on the projects I have worked on as well as write my individual daily journals, weekly summaries, and individual term report letters on the value, impact, and accomplishments in my prior quarter with the *Corps* and update my resume when requested. I will receive my paycheck only after submitting my summary.

8. I agree to strive to improve my academic performance in high school while in *Corps* and will participate in academic tutoring as needed. (See Back for Any Specifics)

9. I agree to regularly communicate with teachers and fellow students in the high school to explain about the *Corps* and the content of the *Corps*' projects.

10. I agree to show initiative in solving internal *Corps* problems and try to take on appropriate leadership roles.

11. I agree to attend weekly *Corps* Board meeting and all required full *Corps* projects (including CPR and 1st Aid training) and that if I do not (unless excused by Mr. Mazzulli) I will have my pay docked.

By signing below, I agree to these conditions. We may amend by mutual agreement.

_____	_____	_____
Signature	Date Signed	Corps Director

Hull Environment & Service Corps
Hull Jr. / Sr. High School

A pilot of Hull's new "Project-Based Learning"

John D. MacLean Jr., Ed.D.
Superintendent of Schools

Robert O. McIntyre
Hull High School Principal

Timothy Anderson
Corps Director

David Mazzulli
Corps Head Teacher

Linda Beres
Environment Crew Leader

Carrie Taylor, VISTA
South Shore Elder Services
Human Service Crew Leader

CREW LEADERS

Jananne Cannon
Apprenticeship Specialist

Laura D. Curran
High School Student

Joseph Doniger
Recycling Teacher

James Fitzpatrick
General Contractor

Jeff Fuller
Waxler Journalism Teacher

Dr. Vicki Karns
Suffolk University Journalism

Nancy Kramer
Beach Management Comm.

Amelia Leary
Community Service Teacher

Ralph Louis LeBlanc
Architect

Dr. Walter Johnson
Suffolk University Physics

Mi-Ra Lee
Very Special Arts Mass.

Julia M. Pratter
High School Student

Paul Townsend
SEA HULL

Anson Wheeler
Engineer

Chad L. Wolfe
High School Student

SENIOR *CORPSMEMBERS*

Peter S. Butler II
Terrie A. Carlson
Sabrina Evans
Edward Mills
Frank Minasi
Jessica L. Wholley

Corps Objectives

1. To help participating students to become life-long learners and active citizens;

2. To pilot community service learning to promote more interdisciplinary learning programs in a traditional high school;

3. To use the *Corps* to pilot project-based or experiential learning with external "judges" to provide an answer to the traditional student question of "Why do I need to know this?" and to teach them skills in critical thinking, communication, and team work.

4. To provide participating students with ways to experiment with their leadership skills and better develop personal responsibility and to take initiative;

5. To use the *Corps* to pilot a student-led process for modeling how to make a traditional high school become more student-centered;

6. To build a community service program as a creative way to solve real problems in a local community;

7. To use the *Corps* to develop and pilot learning projects, especially in the area of environment, that can then be expanded to be used by all students;

8. To develop the skills of and provide certification, internships, and apprenticeship opportunities to the participating students so that they will be more successful in making the transition from school-to-work;

9. To use the *Corps* to recruit and form diverse educational partnerships (Suffolk, Northeastern) within a community that does not house many resources within its borders. These partnerships will initially be for the *Corps* and then gradually expanded to be able to be used by all of the Schools in the community;

10. To establish long distance learning partnerships with other community service programs, we currently are partnered with a high school in Franklin, Tennessee on recycling and pond studies and are seeking a new partner school in Japan.

936 Nantasket Avenue ♦ Hull ♦ Massachusetts ♦ 02045 ♦ (617) 925-3078
An Affiliate of the Massachusetts Community Service Commission

Hull Environment & Service Corps
Hull Jr./Sr. High School

A pilot of Hull's new "Project-Based Learning"

Student Survey

This is an anonymous survey about Hull Jr./Sr. High School. The results will be used as research data. Responses will be confidential, so please be honest. When completed, surveys can be left in the designated boxes throughout the school. Thank you.

Please circle the number that most accurately describes your feelings in response to each statement.

Strongly Agree	Slightly Agree	Neither Agree Nor Disagree	Disagree Slightly	Disagree Strongly
1	2	3	4	5

1. My school has made the experience of different abilty groups working together successful for me.
   1 2 3 4 5

2. I would rather do a few challenging assignments requiring hard work than many easy assignments.
   1 2 3 4 5

3. I would rather learn through projects that tie together different subjects.
   1 2 3 4 5

4. I enjoy learning new things.
   1 2 3 4 5

5. I enjoy attending Hull Jr./Sr. High School.
   1 2 3 4 5

6. I feel challenged by my schoolwork.
   1 2 3 4 5

7. I am bored in school.
   1 2 3 4 5

8. I feel that my high school education is preparing me well for my future.
   1 2 3 4 5

9. I feel confident speaking in front of people.
   1 2 3 4 5

- Over -

10. I can competently use a computer.

1 2 3 4 5

11. Hull High is an environmental high school.

1 2 3 4 5

12. Many people in my grade regularly (once a week) use drugs or alcohol.

1 2 3 4 5

13. Many people in my school regularly (once a week) use drugs or alcohol.

1 2 3 4 5

14. I feel respected by: my teachers. 1 2 3 4 5
by my classmates. 1 2 3 4 5
by the administration. 1 2 3 4 5

15. I think it is important for families to be able to choose from among different public schools.

1 2 3 4 5

16. My family is active in school/community activities.

1 2 3 4 5

17. My school/community/family have high expectations that I will go to college.

1 2 3 4 5

18. What do you like most about Hull Jr./Sr. High School?

_____

_____

_____

_____

19. What do you dislike most about Hull Jr./Sr. High School?

_____

_____

_____

_____

20. Please describe your idea of the ideal high school.

_____

_____

_____

_____

My grade level is: ☐ 9th Grade ☐ 10th Grade ☐ 11th Grade ☐ 12th Grade

ull mixes service, teaching with its own youth corps

By Michael Grunwald
GLOBE STAFF

ULL – Superintendent Claire Sheff says there was a lofty side to her plan to focus Hull High School on the environ- side that had something to adding excitement and rel- to the educational process, ing to do with showing stu- hat all learning is related, ng to do with adapting to the n an endangered planet.

re was also a practical side, knowledges. A side that had ing to do with money. Sheff n unusual approach to educa- uld attract increased state ral dollars to the financially l school.

This Tuesday, Hull High will launch its Youth Conservation and Service Corps, a project located directly at the intersection of the school's lofty and practical missions. Organizers say the program will teach students about gerontology, pollution control, construction and horticulture, about the value of cooperation, about the relevance of math, science and English skills. They add that the program will aid local residents, improve the environment and teach the students valuable lessons about public service.

As for the practical side, the state has provided Hull with a $100,000 grant to get the program off the ground. Hull was the only town to receive such a grant.

The corps will consist of 10 Hull High students, at least five of them economically disadvantaged, as well as three student research staffers who participated in a pilot program last year. Each crew member will work 20 hours a week for 34 weeks at $3 an hour. Each will receive the option of accepting a $3,400 scholarship to Suffolk University or a $1,700 scholarship to another college after graduation.

Last year, the students in the pilot program helped complete a study of midge infestation and water pollution in Straits Pond and presented their findings to the Board of Selectmen. This year, corps members will conduct further field research to formulate a management plan for the pond. They will also repair homes of elderly residents of the South Shore, draft solutions to improve access to public facilities for individuals with disabilities and plant beach grass to help stabilize the dune on Nantasket Beach.

"This isn't just academic stuff," said Tim Anderson, the chairman of Hull High's advisory board. "The touchstone of success isn't getting an A, but getting the selectmen to agree to follow your recommendations."

Sophomores Chad Wolfe and Laura Curran, veterans of last year's pilot program, will be paid staffers for the Straits Pond study.

"You learn a lot about leadership," Wolfe said. "And self-esteem. You have to believe in what you're saying. And you learn to work with a group."

Curran said her experience last year helped persuade her to pursue a career in environmental law.

"I had never thought about it before this," Curran said. "It really opened up a lot of options for me."

The program will involve dozens of adults from inside and outside the school. It will expose students to real-world issues of water pollution, beach erosion, elderly care and handicapped access. It will force students to use academic tools in a hands-on, nonacademic setting. It encourages cooperation among students. It is not being done anywhere else. The Hull school system is not paying for it.

In other words, it is a typical Hull High venture.

"It isn't traditional, but we don't do too many traditional things," Anderson said. "It's a different way for students to learn about the world around them. Hopefully, this will show them that they need to know math to analyze pollution statistics, they need to know how to write to make a solid presentation. A traditional academic setting doesn't always get that across."

At Hull High, real life is focus

Innovative approaches used with environmental theme

By Michael Grunwald
GLOBE STAFF

HULL – Timothy Anderson looked at his list of thesis writers, the entire 90-member senior class at Hull Environmental High School. Then he looked at his list of thesis mentors, volunteers drawn from the local community. Then he looked back at his list of thesis writers. And he grimaced.

"We've got three kids who want to write about rain forests," said Anderson, chairman of the school's advisory board. "I'm just worried about finding someone who knows more about rain forests than they do."

Anderson's list of 65 potential advisers included environmental engineers, environmental lawyers, environmental program managers and environmental activists, but he still had a point. At Hull High, units on rain forests appear in science, English and social studies classes. This year, Spanish teacher Marylou Galluzzo has made *la selva* a yearlong theme. Math teachers use rain-forest depletion rates to demonstrate statistical analysis. There are even plans to turn a Hull High classroom into a miniature rain forest.

So it goes at Hull High, a public school where environmental issues pervade the curriculum, where learning bursts out of the classroom and into the real world, where students measure local water pollution and plant beach grass for pay and course credit. This is a school that educates to the beat of a different drummer.

"We do things differently here, and kids respond to that," said principal Robert McIntyre. He ticked off a few of the school's unusual qualities: A hands-on, project-based, interdisciplinary approach to learning. An overarching theme introducing students to the local (9th grade), regional (10th), national (11th) and global (12th) environment. An interactive relationship with the community.

"We're promoting awareness, not just of the environment, but of the outside world in general," McIntyre said. "And it's working."

• • •

The Hull High football field is on Pemberton Point, the

HULL, Page SOUTH 5

Environmental theme defines Hull life

HULL
Continued from Page SOUTH 1

western extremity of this peninsula town. On a windy day, a good field-goal kicker can drive a short attempt through the north end zone's uprights, over a graffiti-covered sea wall and into the bay.

It is a field on the brink, an apt metaphor for Hull High's predicament in 1988. That year, the town voted down three requests for a Proposition 2½ override to fund the school system, leaving newly hired Superintendent Claire Sheff without money for art courses, music courses, honors courses and sports.

After a turbulent first year marred by, in addition to budget woes, harassing phone calls to her home and eggs thrown at her car, Sheff outlined a radical new vision of thematic education for the school system in 1989. The Lillian M. Jacobs School, for grades 1-3, would focus on the arts. The Memorial Intermediate School, for grades 4-6, would concentrate on technology. Seventh and eighth graders would learn about "Great People, Great Works," and the high school would specialize in the environment.

"The idea was to unify the curriculum, to integrate the subject matter," said Edward Lynch, the high school curriculum coordinator. "The challenge for teachers was to help students see the related nature of all learning, the wholeness, the gestalt."

Initially, Sheff's vision was met with skepticism and even hostility, especially from teachers. But buoyed by favorable publicity as well as dramatic increases in state and federal grants, Sheff has generally succeeded in converting opponents into allies. This town is notorious for political tempests that rival Mother Nature's – most recently the overthrow of its municipal light board manager – but Sheff has managed to enjoy relatively smooth sailing.

"People sense that she has attacked serious problems with creative solutions, that something is finally working around here," said Anderson, a management consultant with two children in the school system. "And the system has reached out to the community, inviting outsiders like me into the educational process."

The high school's dropout rate has decreased from 7.1 percent in 1988 to 2.9 percent today, while college attendance has increased from 53 to 60 percent. Sheff credits the school's teachers for adapting to the new format and improving it.



1990 GLOBE PHOTO / TOM HERDE

By 1990, Superintendent Claire Sheff had instituted an ocean rowing program for dropout risks; the dropout rate has been reduced to 2.9%.

"I saw the environmental theme as a nontraditional approach we could implement in traditional ways," Sheff said. "But the teachers showed me that we needed to break down the walls of the school. We've brought the outside world into the school and exposed the students to the outside world, and that's made all the difference."

Anderson says the school gives students a crash course in Albert Einstein's definition of the environment: everything that is not themselves. They can participate in a journalism apprenticeship program, a classwide study of the proposed Boston Harbor outfall pipe culminating in a mock town meeting, an ocean rowing program for dropout risks, and a host of other hands-on programs not normally associated with secondary education.

"Kids don't like to just sit there and get lectured," said Joe Doniger, a science teacher participating in an ongoing study of pollution problems at nearby Straits Pond. "When they can go outside and touch things and relate what they're learning to the world around them, that's what they remember."

• • •

Anderson looked back at his list of thesis mentors. He and his committee had agreed upon advisers for seniors like Aubrey Cloutier ("new bands and environmental consciousness") and Rosemaria Marascio ("using tourism to save the earth"), but Fabrizio Donato ("gang violence and forms of punishment") was posing a bit of a problem.

"Do we have someone in law enforcement or corrections?" asked Allan Viden, an English teacher.

"No," Anderson replied. "But we'll find one."

This is the inaugural year for Hull's senior thesis program, the only such program in the state. In lieu of a final exam in English, all 90 seniors will work with mentors from the local community on a topic of their own choosing, then submit a work of original research. The minimum length is five pages, but students are expected to write more.

There is an incentive to do so: Suffolk University has offered an $8,000 scholarship over two years for the Hull senior who writes the best thesis relating to the global environment.

The thesis program contains all the elements of Hull's approach to learning: It is new, unorthodox, encourages students to think about real-world issues and introduces them to volunteers from the community.

Teachers were worried about initial student reaction to the assignment, but hardly a peep of protest has been heard.

"I think it's a great idea," said Scott Martin, who will write his thesis on the US auto industry. "When we get to college, we're going to do this all the time."

• • •

A couple of years back, a group of freshmen helped reseed beds. To Galluzzo, the Spanish teacher, the project was the essence of education with an environmental bent, a chance for ninth-graders to observe and promote rebirth in nature. "It was amazing, watching these renegade kids who raised a class, shooing seagulls away from baby clams," Galluzzo recalled.

The school's administrators like to talk about thematic education, the abstract, about the interconnectedness of academic disciplines and about gestalt. But all themes are not created equal, and Hull's focus on the environment is hardly accidental. Jutting into the water like a crooked arm, this town is surrounded by environmental dilemmas: barrier beach protection, water pollution, sewage treatment and more.

"We're not just trying to churn out environmental engineers," Hegarty said. "But I think there's a lot to be said for sending kids into the real world with an understanding of some of these issues. Maybe they can effect real change."

School officials say Hull High still has a long way to go. College Board scores have risen from an average of 805 to 854, out of a possible 1,600 points, during Sheff's tenure, but they still lag almost 50 points behind state and national means. The school has finally hired a full-time art teacher and a part-time music teacher, but the town's $6.8 million schools budget remains far short of administrators' goals.

Still, by most accounts, the school has provided this much-maligned town with a resource that test scores and dollar totals cannot measure: hope.

Hull's unemployment rate topped 12 percent in November, against the state rate of 8.3 percent. The town's protective dune and sea walls were pummeled by last month's coastal storm, its coffers are dwindling as always, and who knows who is running the light board this week. But at the end of the peninsula, as Anderson said, something is finally working.

"It's incredible how much work has been done in three years to get this school to begin to change," Anderson said. "But it's been worth it. I don't think anything can stop the school now."

Hull Environment & Service Corps
Hull Jr./Sr. High School

A pilot of Hull's new "Project-Based Learning"

Corps Projects 1994 as of 1/25/94

1. Leadership Development: David Mazzulli, *Corps* Head Teacher

Project	Teacher	Crew Leader	Senior *Corpsmember*	Resource
Board of Directors	David Mazzulli	T. Anderson	Pratter, Wolfe, Curran	Mentors
Weekly Management Team	David Mazzulli	T. Anderson	Pratter, Wolfe, Curran	NA
National MIS Reports (Abt)	David Mazzzulli	T. Anderson	Pratter, Wolfe	Ma. Commun. Service Comm.
Public Settings for Exhibitions	David Mazzulli	Chad Wolfe	Pratter	Town of Hull
High School Teacher Orientation	David Mazzulli	Chad Wolfe	Edward Mills	MYSA, Superientendent
Community Schools Programs	Mim Leary	Chad Wolfe	Jessica Wholley	Community Schools Board
Phys Ed/Health/Rowing/CPR 1st Aide/Intergenerational Health	David Mazzulli	Chad Wolfe	Julia Pratter	Joe Menice, Life Saving Museum, Fit For Success
Prepare for Exhibitions of Mastery	David Mazzulli	Julia Pratter	Wolfe	Advisors, Parents, Teacher
Prepare for Charter School	Jo Loughnane	Julia Pratter	Michael Booker	SEA HULL, Collab, Suffolk
Reinforcing Academics	David Mazzulli	Julia Pratter	Curran, Wolfe	Teachers, Tutors, Mentors
Community Service Reflection: Art, Journals, Summaries, Reports	David Mazzulli	Julia Pratter	Wolfe, Curran	Mentors,
Community Service Coordination	Mimi Leary	Laura Curran	Jessica Wholley	MYSA, TJ Forum
Baby Sitting for Public Programs	Mimi Leary	Laura Curran	Sabrina Evans	Hull Medical Center
Self Evaluation form for all projec	David Mazzulli	Laura Curran	Edward Mills	Waxler
Written Term Reports	David Mazzulli	Laura Curran	F. Minasi, S. Evans, E. Mills	Mentors
Apprenticeships	David Mazzulli	Jan Cannon	Pratter, Wolfe, Curran	Partners, Mentors
Career Exposure	David Mazzulli	Jan Cannon	Curran, Wolfe, Pratter	Mentors

Audiences for Exhibitions: Selectmen, School Committee, South Shore Regional Employment Board, H.S. Administrators, H.S. Students, H.S. Teachers, Corpsmember Parents, Conservation Commission, Health Board, Disabilities Commission, Council on Aging, Rotary, Economic Development Task Force, Hull Redevelopment Authority, Suffolk University President and Staff, Religious, Hull Interagency Council, Mentors, Others?

Potential Apprenticeships: Hull Medical Center, Waste Water Treatment, Hingham Visiting Nurses, Hull Grant Officer Apprentice, Landscaping, Very Special Arts Massachusetts, Dovetail Consulting, Others?

Hull Environment & Service Corps
Hull Jr./Sr. High School

A pilot of Hull's new "Project-Based Learning"

Corps Projects 1994 as of 1/25/94

2. Environment Crew: Linda Beres, Senior Crew Leader

Project	Teacher	Crew Leader	Senior *Corpsmember*	Resource
Environmental Curriculum Devel.	Joseph Doniger	Chad Wolfe	Peter Butler *	National Academy Found.
Environmental Orientation	Joseph Doniger	Chad Wolfe	Peter Butler	Suffolk, Northeastern
Straits Pond Study	Joseph Doniger	Chad Wolfe	Peter Butler * / Terrie Carlson	Scientific Research Comm.
ACEC Management	Joseph Doniger	Julia Pratter	Peter Butler	Friends of Weir Estuary
Weir Park Planning	Joseph Doniger	Paul Townsend	Peter Butler *	SEA HULL
Environmental Advocacy	Joseph Doniger	Laura Curran	Terrie Carlson	Environmental Lobby of Ma
Environmental Speakers Bureau	Mimi Leary	Laura Curran	Jessica Wholley	Exec. Off. of Enviro. Affairs
Community Environment Seminars	Joseph Doniger	Julia Pratter	Peter Butler	Community Schools Board
Env. Content for Elder Hostel	Joseph Doniger	Laura Curran	Peter Butler	
Pier Environ. Impact Statement	Joseph Doniger	Laura Curran	Peter Butler	SEA HULL
Recycling Center	Joseph Doniger	Chad Wolfe	Edward Mills	Norman Rogers & Town
Tennessee Sister School	Joseph Doniger	Chad Wolfe	Edward Mills	White House, Tenn. Soft Drink
Bay Pollution	Joseph Doniger	?	Peter Butler	Hull Waste Treatment Facil

? Denotes additional funding or approval necessary prior to this project beginning.

Hull Environment & Service Corps
Hull Jr./Sr. High School

A pilot of Hull's new "Project-Based Learning"

Corps Projects 1994 as of 1/25/94

3. Human Service Crew: Carrie Taylor, Senior Crew Leader

Project	Teacher	Crew Leader	Senior Corpsmember	Resource
Gerontology Curriculum/Orientation	David Mazzulli	Laura Curran	F. Minasi/S. Evans/E. Mills	NU
Medical /Elder Apprentices	David Mazzulli	Jan Cannon	F. Minasi, S. Evans, E. Mills	Hull Med. Center/Nursing
SSES Tri-Town Intergenerat. Prog.	Mimi Leary	Christy Bowden	Peter Butler *	South Shore Elder Services
Gerontology Club at Memorial (6th)	Mimi Leary	Laura Curran	Edward Mills	South Shore Elder Services
H.S. Gerontology Club (7th & 8th)	Mimi Leary	Laura Curran	Edward Mills	Hull Elder Access Coalition
Elder Home Help - SSES Clients	Mimi Leary	Case Worker	Frank Minasi	South Shore Elder Services
Elder Home Help - COA Clients	Mimi Leary	Sandy	Frank Minasi	Hull Council on Agi[illegible]
Elder Sat/Sun Meals	Mimi Leary	Mary	Sabrina Evans	Hull Elder Access Coalition
Annual Elder Needs Survey	Mimi Leary	Laura Curran	Frank Minasi	Hull Elder Access Coalition
Dev. Elder Welcome Services Kit	Mimi Leary	Laura Curran	Frank Minasi	Hull Elder Access Coalition
Hull Intergenerational Programs	Mimi Leary	Laura Curran	Edward Mills	Hull Elder Access Coalitio
Schedule COA Van	Mimi Leary	(Laura Curran)	Sabrina Evans	Hull Community Vans Com.
Community Gerontology Programs	David Mazzulli	Julia Pratter	Sabrina Evans	Community Schools Board
Plan Elder Hostel	Mimi Leary	Chad Wolfe	Frank Minasi	Herbert Waxler Trust
Intergenerational Walking Program	David Mazzulli			Fit For Success
Access Curriculum and Orientation	David Mazzulli	Mi-Ra Lee	F. Minasi/S. Evans/E. Mills	SSES, VSAM, MOD, NU
Comm. Access Monitoring Training	David Mazzulli	K.Gibbs &Mi-Ra	Edward Mills	Very Special Arts Mass.
Accessible Arts Beach Festival	Mimi Leary	Mi-Ra Lee	Edward Mills	Very Special Arts Mass.
SSES Meals-On-Wheels-Disabled	Mimi Leary	Mary	Edward Mills	Hull Disability Commission
Survey Hull Public Buildings	David Mazzulli	Mi-Ra Lee	Edward Mills	Very Special Arts
Survey Commercial Properties	David Mazzulli	Bruce ?	Edward Mills	Mass. Office of Disabled
Plan Cultural Access Construction	David Mazzulli	Julia Pratter	Edward Mills	MOD, Hull Dis.Comm, MCC
Provide Data for Access Update	Jeff Fuller	Julia Pratter	Edward Mills	Herbert Waxler Trust
Cooperate on MDC Beach Access	David Mazzulli	?	Edward Mills	Metropolitan District Comm.

Hull Environment & Service Corps
Hull Jr./Sr. High School

A pilot of Hull's new "Project-Based Learning"

Corps Projects 1994 as of 1/25/94

4. Construction Crew: David Mazzulli, *Corps* Head Teacher

Project	Teacher	Crew Leader	Senior *Corpsmember*	Resource
Nantasket Beach Profiling	Mimi Leary	Nancy Kramer	Terrie Carlson/Jessica Wholley	Conservation Commission
Sacrificial Dune Grass Planting	Mimi Leary	Nancy Kramer	Terrie Carlson/Jessica Wholley	Conservation Commission
Town Building Access Construction	David Mazzulli	Jim Fitzpatrick	Edward Mills	Very Special Arts Mass.
Painting Projects	David Mazzulli	Chad Wolfe	Frank Minasi	SEA HULL, Town of Hull
Hull Tree Planting Proposal	Mimi Leary	Nancy Kramer	Sabrina Evans	Peter Cook & Kim McIntyre
Planting on HRA Land	Mimi Leary	Jim Cook		Hull Redevelop. Authority
Envir. Emergency. Cleanup Team	Mimi Leary	Laura Curran	Terrie Carlson	Conservation Commission
Coast Sweep	Mimi Leary	Nancy Kramer	Julia Pratter	Beach Management Comm.
Elder Home Access Construction $	David Mazzulli	Jim Fitzpatrick	Frank Minasi	Hull Council on Aging
Straits Sluice Gate/Midge Traps $	David Mazzulli	Anson Whealler	Peter Butler	Cohasset Selectmen
Cultural Access Project $	David Mazzulli	Mi-Ra Lee	Sabrina Evans	Mass. Cultural Council
Cabinets for Waxler Equipment	Jeff Fuller	Jim Fitzpatrick	Edward Mills	Herbert Waxler Trust
Snow Shovelling for Elders	Mimi Leary	Laura Curran	Frank Minasi	Hull Council on Aging
Repairs to Senior Center	David Mazzulli	Jim Fitzpatrick	Frank Minasi	Hull Council on Aging
Hull Housing Authority Repairs	David Mazzulli	Jim Fitzpatrick	Frank Minasi	Hull Housing Authority
Parks & Recreation Staffing ?	David Mazzulli	Jan Cannon	Sabrina Evans	Parks & Recreation Comm.
YOUTHBUILD HULL ?	David Mazzulli	Jim Fitzpatrick		YOUTHBUILD USA
MDC Beach Access Ramps ?	David Mazzulli	Ralph LeBlanc	Frank Minasi	M.D.C.

? Denotes additional funding or approval necessary prior to this project beginning.

$ Denotes Supplemental Funding available from one of the following: Hull Public Schools, Town of Hull, Massachusetts Cultural Council, Town of Cohasset, G.I.D., Hull Council For Business & Cultural Development, Hull Parks and Recreation Commission, Massachusetts Bays Program, Herbert Waxler Trust, Hull Council on Aging, and the Massachusetts Small Cities Program. Otherwise, funding is from the Massachusetts Department of Education, Massachusetts Community Service Commission, the Massachusetts Department of Employment & Training, and the National Community Service Commission.

Potential Paint Projects: Hull Housing Authority, Elders' Steps, Weir River Estuary Lab, Bath House Playground Equipment, Others?

Potential Cultural Access Sites: Lifesaving Museum, Nantasket Pier Community & Visitors Center, Loring Theater, Former Nickerson Theater, Others? Hull Council for Business and Cultural Development placed an ad in Hull Times on this

Hull Environment & Service Corps
Hull Jr./Sr. High School

A pilot of Hull's new "Project-Based Learning"

Corps Projects 1994 as of 1/25/94

5. Marketing Apprentices Crew: Jeff Fuller, Advisor, Waxler Journalism Apprentices, Waxler Video Journalists

Project	Teacher	Crew Leader	Senior *Corpsmember*	Resource
Press for Speakers Bureau events	Jeff Fuller	Laura Curran	Edward Mills	Waxler Journalism Apprent.
Monthly C Human Service Update	Jeff Fuller	Julia Pratter	Edward Mills	Waxler Journalism Apprent.
Market Community Schools Progs.	Jeff Fuller	Laura Curran	Peter Butler	Community Schools Board
Public Relations for the *Corps* $	Jeff Fuller	Chad Wolfe	Peter Butler	Waxler Journalism Apprent.
Corps Newspaper Insert	Jeff Fuller	Julia Pratter	Edward Mills	Waxler Journ. Apprentices
Promo for Antarctica for Children	Jeff Fuller	Chad Wolfe	Edward Mills	Blue Ice International
Promo for HRA Land Use	Jeff Fuller	T. Anderson		Hull Redevelop. Authority
Promo for Elder Hostel	Jeff Fuller	Chad Wolfe	Frank Minasi	SEA HULL/SSES
Promo for Gerontology	Jeff Fuller	T. Anderson	Frank Minasi	So. Shore Elder Services
Book on Elder's Stories	Jeff Fuller	M. Leary	Frank Minasi	So. Shore Elder Services
Help to Market Hull Businesses ?	Jeff Fuller	Ann Saint	Edward Mills	Waxler/Suffolk/EDTF/HRA
Produce Cable Explaining *Corps*	Jeff Fuller	Kate Hickok	Peter Butler	Waxler/Continental
CableVideo Gerontology Guests	Jeff Fuller	Hickok/Curran	Frank Minasi	Waxler/Continental
CableVideo Environment Speakers	Jeff Fuller	Hickok/Wolfe	Peter Butler	Waxler/Continental
CableVideo Construction Projects	Jeff Fuller	Hickok/Pratter	Frank Minasi	Waxler/Continental
Corps Access Project Video $	Jeff Fuller	Hickok/Curran	Sabrina Evans	Waxler/Continental
Produce Cable for Medical Center?	Jeff Fuller	Hickok/Curran	Edward Mills	Waxler/Continental
Cable Video Access Speakers	Jeff Fuller	Hickok	Edward Mills	Waxler/Continental

? Denotes additional funding or approval necessary prior to this project beginning.

$ Denotes New Grant Funding

Michael Bergman December 3, 1993

Term Report #1

Hull Environment And Service Corps

Remembering back on the first term of my new job, I would have to say that it was basically a success. This is my first real job that I have ever had. I did not think that it would be so difficult to get used to the new schedule that I would have to make. It took about four weeks to actually get used to this routine. That was the only real problem that I recall about this job.

In the core there are two major focus areas that I will be choosing from. The two areas are geronyology and the pond. After about six or seven weeks I have come to enjoy both areas. If I had to make a decision I will choose gerontology. In the time I spent with gerontology I have come to enjoy it. I also have enjoyed pond. I think that working with the environment is fantastic. If we can help to rid the pond of its problems, then we will have accomplished a lot.

Gerontology is involved with working with the elderly in my community. This requires a lot of patients. I am very patient, so thgt is not a problem. I also really like helping other people in my area. It gives me a good feeling to know that I have helped someone. The first day of work I went to the home of an elderly couple. I was really surprised at how nice they were. They almost reminded me of my grandmother. The second thing that I did was help a lady clean up her yard. She lived in a huge home with an even more bigger yard. I dought that a young person could keep up with it. We cleaned her driveway of leaves, then we raked her yard.It took two days but it was worth it.Shge she seemed very happy. Those are some of the reasons that I am going to join gerontology.

In the corps there is also a pond area that I have enjoyed. The main focus area of the pond is Straits Pond. The main problem with the pond is midge. I have done two minut

studies, and I have enjoyed them. Wmenevwer we did something at the lab it has been fun. Everybody seems to get along very well. I do not knoe the people in pond as good as the people in gerontology. I really enjoyed pond, But I like gerontology better.

With the two major areas there is also some minor focus areas. Three of them are recycling, access, and tree planning. Those are the only ones that I am familiar with. While doieng the recycling center I have enjoyed it. I have to give up my Saturday mornings, but I do not mind. I will probably do this for some extra hours and for fun. Just recently I attended a two day seminar in Salem. I was really interested id this program. The days were difficult, but I enjoyed them. The seminars allowed an hour lunch break. This allowed me to see the famous city of Salem. I really admire Duc Trans father for taking two days to give is the oppertunity to take the course. Mira-Lee is the leader of the access part of the core. Shr has only been down about three times. She helpes us find buildings to visit to check the accessibility. The second year coer members have been to many places. Tree plannjng is going to be extremely difficult. We did not think that we would run into so many problems. This seems that it is going to take a long time. It will also require a lot of reaearch into trees in Hull. Every Monday since the beggining of work we met with Mrs. Leary. She is deciding to take the project on. I wish her good luck!

I also must get used to the board meetings. There are a lot of people bringing up ideas and it seems not to go very smoothly at some times. I must learn to except other peoples iceas.

So far there have been many problems with not getting paid on time. The people in Parks and Recreation did not seem to want to pay us. I have been working for about seven weeks and have only gotten paid once. This is starting to agrivate me. I can only hope that I am not being taken for a ride. I do not think that it will be a problem.

The corps has taught me a lot about environment and service issues. In the environment side I have learned about Straits Pond, Wier River, recycling. and community service. And in the service section, I have learned about gerontology, access, and community service.

At Straits Pond and the Wier River, we are trying to cut down the midge population. And we are working on water purification. We go to designated sights on the river and pond to take water and mud samples. At the lab we recently did an experiment. The experiment was to see how fast midges moved towards water. We had to find the midge larve in the mud. Finding the midge is very frustrating. Then put a limited amount of midge into a container with fresh mud. Tilt the container and add water. That is all I have done with pond.

In recycling we have only done are transfer station. The transfer station collects bundled paper, cardboard, motor oil, and metal products. Mr. Doniger has asked the new people to think of some ideas for the school. He wants to expand the transfer station to glass and plastics.

Community service under the enviromental aspect is ~~are~~ tree planting proposal. All we have done is talked about it with Mrs. Leary and Mr. Parent.

In gerontology we have talked to people from South Shore Elder Services. We talked to them about meals on wheels, volunteering, and elders needs. I went to a meeting in Cohasset with Mrs. Taylor. The people talked about the different agencies

that are out to help elders. There was a group called S.H.I.N.E. They help elders with financial problems. I have learned to communicate with elders better.

In access I have gone to a two day training in Salem to become an access monitor. I have done surveys at the school and in Salem. Since the training, every where I go I check the accessibility. I have talked with Mi-Ra Lee and the second year people. They told me about most of the things that were at the ~~meeting~~.

The projects I have chosen are gerontology, access, and recycling. I chose gerontology and access together because they are closely related. And for some strange reason I like ~~it~~. Recycling I want to be in, but if it conflics with the other two I will drop it.

The one main reason I am glad I joined the corps is because of the people that I have met. Last year Frank and I had gym together. Being in different grades and not knowing each other we got into a lot of arguments and got very competitive. Now that we were forced to know each other we are friends. That is same with a lot of the other people. If I didn't join the corps I would have never had a reason to met them.

Peter S. Butler December 3, 1993

Term Report

In spite of how close everyone in last years Hull Environment and Service Corps became, I believe we are accepting the new Corps members with grace. In the beginning of the second Corps season, both first and second year members seemed to wait in their corners. There were rumors and fights but we seemed to pass them well. With the addition of the new members I have made friends and gotten closer to old friends. I enjoy how well we have been working together and how fast the new members have been learning. Duc, Liz, Gina, Mike, Mike, Mike, Carole, Melissa, Andrea, Eric, and Jessica (who has recently returned) seem like worthy people to be called Corps members. I hope they all work out for the best and keep working as they go. This is my last year with the Corps and I hope they can keep the Corps educational, fun, and exciting program like it is now.

I feel that I have given a lot to the Corps in the beginning of stages of the second season. I put myself on the new members level and tried to accept them the best I could. I used to refer to the new members as "the new kids" and learned very fast that this offended them. What I have to say about the new members is not all good. Even as I put myself in their shoes and tried to understand how they feel, I was given dirty looks and mumbles behind my back. When asked straight out if

they had any problems with the leaders, senior corps members, or second year corps members, they had only the complaint of being referred to as "the new kids". I know that there are more problems than just calling them "the new kids", and if I had a chance to correct them I would, but I don't know what's wrong. I hope we can become one Corps again instead of the first and second year corps members.

With the start of my new project, I feel that I am giving a lot to the Corps. I was all over town getting permission, asking for aid, informing people of my project including the Corps, and studying my site for environmental corrections. The sewerage treatment plant was a large help along with the highway department and employees at the town hall. I also feel that at the end of my project the area involved, and the people in it will benefit greatly. I hope to do interviews and find out the worst problems in the lagoon on Front St. Without the knowledge I obtained from my first year in the Corps, I would have never been able to go as far as I have in my new project.

I applied my leadership, initiative, and social skills that were strengthened in the first year to better adapting myself in an authorized manner. Without what I learned in the first year, I would be a different person. I hope that the new Corps members see me as a good leader. I don't know how to receive the input I need to enhance my managerial position, but to ask straight out. I did this once and got a good response. I can feel proud about my performance and hope to continue as well as

I have. I can only thank the Corps for what I learned about leadership.

I would also like to thank the Corps for the financial aid to college. I know it is money I made, but it is money that I know I couldn't have saved. I hope this is mandatory in the future Corps because like it or not, this part of the Corps helps the most. The experience also helps.

As far as I can tell, this first quarter is going well. Room for improvement is present, but not much. I'm glad I rejoined the Corps and plan to stay on until the end of the season.

Carol Carlson December 3, 1993

Term Report #1

I have had mixed feelings about the Corps since I joined. Since I mainly do just the video taping of Corps events I felt not wanted or accepted. Some members made me feel this way but the majority did not. I think this is because I did not participate in some of the Corps activities I did not because I felt that my job was only to video tape and not to join in with all the other activities that the new Corps members did. Now I feel much more accepted, I think this is because the other members are more used to being in front of the video camera and more accepting that we are there to video tape. I feel that the Corps is job that teaches the responsibility that I will need to know when I am out in the business world and on my own. I feel that I have given the members of the Corps a chance to began to learn to feel comfortable in front of a video camera which I hope will pay of in later life if they want to become someone who is in a position to be on camera a lot.

I feel I have gained knowledge on a varity of subjects relating to Hull's environment and people. I have especially learned a lot from the speakers from the South Shore Elder Services about their nutrition program, including the Meals on Wheels Program and their home care services and visiting nurses. I especially liked hearing from these speakers who enlightened me on what is out there for elders who are without the help of their families and friends.

I have also gained knowledge about the Straights pond/ Weir river project. I have learned some ways it effects our environment and what they are trying to do to make the bad affects on the environment to become less devastating. I learned how everything interacts in the environment in a game we played pond orientation with Linda Beres.

I hope that for the year ahead I can video tape more things and get involved in other things to. I also hope that the problem that I faced at times in the past will not occur as often. This problem was a shortage of video tapes,at times during the past few weeks I was asked to video tape and did not have a video tape and had to regretfully tell them that I could not tape that day. I hope in the year a head I can polish up my video skills by working with Bill Mcalgin at Continental Cable and moving on to work on other things with the Corps. I also would like to do more in the Corps in terms of the Gerontology projects. I am interested in getting involved with their projects. I am quite interested in doing this as a major portion of my time in the Corps. I like this part of the Corps because it would give me a chance to work with the elders and help them with what they can't do. It will give me a chance to work more with the people in the Corps and broaden my experiences in the world and will give me a chance to learn how to act around people which will help me a great deal in later life.

Terrie Carlson December 1,1993

Term Report

Working in the corps so far this year has been an enjoyable experience with which I hope to continue. I am involved in several projects and I am starting a couple different projects on my own ,but i am most involved in the pond project and the recycling project along with a minor part in trees and parks.In the pond project i am in charge of keeping the lab files organized and neat as well as setting up for studies and keeping the data sheets in order so they will not get lost or misplaced in the lab.I also attend weekly recycling meetings and work at the center twice a month .I also enjoy attending the weekly trees and parks meeting to help plan the tree planting project in the community . In the up coming weeks ,Peter butler and I am going to start organizing the Weir River management plan which will carry on through out the summer and will hopefully become one of my major projects.I am also putting together two more separate projects different then those listed above and will include several members of the new corps members .These project include a pamphlet which will be distributed to residents surrounding the pond and will include information on whats going on with the midge population and what one can to do to control it in their area as well as information on how to either obtain or build an effective midge trap. I hope to have this completed by early spring. The other project which I am doing incorporates the hull girl scouts and another corps member. This project involves taking water samples out of a closed calm flat which has been closed for an extended period of time due to high fecal counts,and having samples tested at the hull sewer plant for a period of about eight to ten weeks with a possibility of being shown how to conduct the tests myself. I am also trying to

trying to set up assertiveness training for the second year corps members.

What I hope to get out of the rest of the year is more experience in the pond and river as well as the other projects I am involved in . With the new corps members , I am looking forward to working as well as learning along with them. For the students who will choose pond as their major project , as well as gerontology can become closer together and work as more of a single team working on two different projects instead of working more like two different projects working toward two separate goals when they both have similar ones , but different aspects which is to help make the community a better place. I feel that last year's division can be avoided by including the other team members on monthly updates of what the other team is doing currently and vice versa. This can be helpful to the members who want to get involved in the other teams projects, as well. The new corps members are will be a good asset to the corps and it's programs. With the new members I have worked with so far, I have found that they are willing to learn and participate in the studies and other projects.

The new video participants of the corps,I feel will and can be a benefit to the general program ,taping important events such as the weekly board meetings and kept for reference and the general use of the corps. One example of their fine work is when the group from revere visited and the whole visit was recorded by the camera crew.

I hope further visits with the corps from Revere can be arranged.It was an experience where I not only learned about how the other members of their worked and lived but I also learned a few things about the people I see and work with everyday.

In the upcoming months , I look forward to making new friends getting to know better the friends that I have already made and I know that the following months will be as good as the last few months have been.

For the year of 1993-92 I was employed with the Hull Enviroment and Service Corps. During that year my position at my job was a senior corps. member . As this I applied my knowledge to others to help them learn how to do their job. Progress was made , students learned the basics and much more.

Currently , most of students I helped last year have been repromoted to this position themsevles . For my second year I too was promoted , as a crew leader . With this new position my involvement with the corp. increases as a whole .

Along with last year corp. members ; about 11 more students were hired. During the first months of rehirement I strongly feel that progress has already been made (tremedous progress).

LEARNING ABOUT THE PRODJECTS

Like the year before , new members went through a period of oriantation and team building . This gave me a chance to get to better know the new members. One particular incident comes to mind when I think of this. During a Straits pond orientation we discussed the topic of ethics. This gave every one a chance to see how we think towards topics wich involve personal and critical thinking. The experience was definately positive; one that I'll remember whe I think back to the corp. in later years.

PERSONAL ACHIEVEMENT

As a crew leader I do feel I have accomplished many things that were to my advantage and just as importantly to the corp. , that gave me these opporitunities.

When I was rehired my envolvement with gerotology and community service increased. This gave me a chance to broaden my horizen oppose to just Straits Pond work (wich I do enjoy greatly). For community service I have helped put together a brocher about the community service program

in our school. I'm involved in a new program that dilvers weekend meals to 14 homebound elders and people with disabilities. Recentely I've written up a press advisory for this project. I have attended a community schools meeting where I strongly expressed my opinions. I've met with a lady from the YMCA and we updated a surveye for the 7th,8th, and 9th grades.

I find it sometimes dificult to balance allthe different tasks , but I am learning as time goes by. What expecially helps me learn and improve are the weekely board meetings. At the staff meeting I learn how to be more mature about the work I'm invovled with , befcause I want to prove I can Do just as a good as most adults. Ocasionally I conduct the weekly member meetings , this gives me a chance to organize the corp. so thing go smoothly in the end. It gives me a sence of accomplishment when we had a productive meeting whenI keep issues on task.

GOALS

Over time I have developed strong goals tha I hope will become a sucess. First I hope to make progress within the already ongoing projects that I'm invovled in. In addition , I hope to get started with an advocacy group. This summer I want to start a Community Art Center.

A THANKYOU

Thankyou for the opporintunity to present a speech for the Open Space Bond Bill. Where I got to meet such dignataries as the govenor, L.T. govenor, MDC commisioner, the senate president, and the secretary of enviro.. It's opened a lot of doors for both the corp. and myself.

TERM REPORT

The beginning of the second corps year has been a complete success. I believe the original corps members have grown a lot and have brought the knowledge and experience from the first year with them into an exciting new year. So far the first couple of months in the second year have been enjoyable. Taking on new people has made the corps larger and a new environment which I believe, all of the second year people have adjusted to rather well. I know for a fact that the second year will be very different from the last. We have completed new additions to our constitution already, when last year we barely had that finished. With the new people the corps will not get stale or old, we needed the spice of variety. Not that we didn't have it before but we have all grown to either except each other or avoid those who we did not get along with.

I like the direction I am headed in. I am working on projects with gerontology and working on record keeping at the same time. I might even possibly have an opportunity to do record keeping at the Medical Center. All of this experience will definitely have a positive affect in my future and my goal in becoming a CPA.

I have strongly contributed to the second corps year my mother's 40% discount for WearGuard. I'm just kidding, the year so far has bean training for the first year corps members. I have bean part of many different projects this

year though. I have started doing time sheets, in the process of working on jackets/sweat shirts, the access training, the bizzar, and weekend meals. I am positive by the end of this corps year I will probably be exhausted.

Edward Mills

Hull environment and Service Corps

Term One Report

December 3, 1993

The second year of the Hull Environment and Service Corps is more responsibility, more challenging, and most definitely more fun. Being a senior corps member has taught me how to do projects by my self, with out any supervision, and professionally. Being a senior corps member I have learned to be a productive member of the board. Being a senior corps member has taught me how to balance a job and still excel in school. Being a senior corps member has also made me more aware of the job Mr. Mazzulli and I have much more respect for him.

For my second year I would like to have my role and my direction in the corps to generally stay the same, but with a few changes. I want to continue with Human Services and Recycling, but I would also like to take more of a leadership role and quite possibly become more involved in the Weir River Estuary Park Program. This year I would also like to become more involved with our sister school in Franklin Tennessee.

In the past several months of being a senior corps member I feel that I have placed my best foot forward and I feel that I have become much more committed to the corps. I feel that in the past several months that I have become a friend to the new corps members as well as a leader. I feel that I have been supportive of every corps member. I feel that I am trying to make more outside people aware of us and what we do. The most important thing that I feel that I have contributed to the corps is that I am helping to bring the corps back together once again and I hope the separation of the groups will not separate us and cause enemies, like it did last year.

All in all I feel that the second Year of the Hull Environment and Service Corps is going well. I am extremely happy with the new corps members. I am excited about the new video crew we now have. I am estatic about the projects I have the opportunity of doing and the people I will meet and work with. This year is the first year of many that I will gear myself to college and my future careers and this is thanks to the Hull Environment and Service Corps

Frank Minasi

December 3, 1993

Term Reports

During my second year as a corps member I have had many new and interesting challenges and opportunities. For instance I have received greater authority and a chance to run projects. Since I have been rehired as a senior corps member many new good and bad changes have happened. I have gotten the opportunity to work with new people which I would not have know otherwise. I have also been given more authority which is beginning to improve my work skills.

I really am enjoying the chance we have this year to pick up new projects . I really like the idea of starting a project and with assistance you can basically run the whole show. I feel that the projects that at the moment are the most interesting to me are elder hostel, SSES and Hull COA in home help, and I also enjoy my advanced role in construction in general. I hope I can continue to be involved in such worth while projects as these. I feel really strongly about getting some more of my project started.

I feel that the second year in general has many good improvements. For once we can sit down at a board meeting in a civilized fashion and actually pass laws and debate pressing issues. I like the way the new corps members have incorporated themselves into the corps. I am really looking forward to working closely with them. Now that I am a senior corps member I have many new chances to improve my resume and

transcript. I hope to get an intern shift at some respectable agency. I also hope to try to build better access in the town of Hull. In the past year we worked primerily worked on learning the access laws rather than enforcing them. I hope to this years build access in stores and shops throughout Hull. feel that the most influential project that I am involved in is preparing informational packets to those elders whom requested it during our phone surveys last summer. I feel that this year the corps has a chance to improve it's position in the town. I feel by doing some worthwhile cause such as working at the holiday bazaar and maintaining the towns recycling center. I feel by doing this we can really show the community what the corps is and what we can do. I hope that we can work on planning more fund raisers so that we can work on keeping elders in there home and also to help other worth while causes.

I personally feel that breaking us down into specific projects is a really good idea not only to enable us to work together but also it helps us to get a taste for what the real world is.

I definitely feel that the corps has improved and I hope that I can be a large part of the changes. I think that the lessons this year are more concise and thought out. I really feel that access and gerontology have improved and since we have such interested students we can only improve.

In working with the corp I feel like I have gained a lot of responsibility, friends, and opportunities. Their are not a lot of jobs out there that trust you enough to represent yourself and them to the press, public officials, and anyone else that might inquire about your job and not only does the corp trust you with this responsibility but encourages you to do this. Another thing that gives you a lot of responsibility is the board, we get to make up laws and vote on them and represent them to our superiors and if they are reasonable and well thought out we get to enforce and practice these laws. The corp requires a lot of teamwork. In my experiences this has made my job so much corp enjoyable because since we have to depend on each other, communicate,and care about each other I consider everybody as my friends. I have not had much experience working with others in a professional atmosphere but it gives you a sense of security because if you can not solve a problem by yourself a couple or all of us can get together and figure it out. Since I have taken on this job there have been many opportunities given to me. One of them is to learn how to communicate in sign language. Another one is to learn CPR. I have gained so much experience in working with the corp. I

have worked with elders in the community. In working with the Straits Pond project I have had on hands experience in doing water tests, taking data and actually getting out there and have done studies from which does not end after coming in from the cold. After that you have do some water tests or count midges or any other test that may help us be able to bring the pond into a living pond again. Since I am going to graduate soon hopefully this has shown how people have put their college degrees to use and enjoy the jobs they are in.

I knew when joining the corp that they would expect a lot from me and I feel that I have not disappointed them as of yet. When Peter Butler asked me if I was interested in helping him with his project it made me feel like I was a good worker and dependable for him to choose me as someone to help him get his project going. I have also noticed when just the new corp members are doing things by ourselves in a group and things were starting to get out of hand myself and some others would get us in focus and try to think of a more logical way of solving a problem. I would also like to think in times of stressful situations for others that I am able to make things

a little lighter or easier for them. I think I have showed the others if I can help them I would which hopefully is a good asset to the group. Another thing that I have personally added to the group like every one else is time. Although I think it has been well spent it has made seeing friends, doing school work, and seeing my family a little more than just careful planning. It has been more like making sacrifices and making life a long list of priorities, unlike the way things used to be before I started working.

Gina Ortaç

Julia Pratter
Hull Environment & Service Corps
Term Report
12/3/93

First, I would like to say that I love being involved with the Corps. I have never been in a job situation which afforded me so much personal satisfaction and responsibility yet acknowledged my need for guidance and affirmation of tasks accomplished. This is my second year of working with the Corps, and I am currently learning to be a Corpsleader. My training has been an exciting and educational experience: I've gone to Outward Bound, participated in a really-and-for-true staff meeting, and helped to inform others about our group, most notably in a conference workshop in front of forty people (and my school principal!).

After a rocky first year, I was a bit apprehensive about being one of "them," the staff. The hiring of new people was a bit stressful; were we supposed to pick the kids who would clearly succeed, or try to sound out hidden potential in ones who did not shine as brightly? Fortunately, we were able to hire everyone who we interviewed.

Integrating the new Corpsmembers has been tricky. Sometimes I catch myself whispering in a Board meeting, only to realize that I'm supposed to be facilitating. I've also had some boundary struggles with a few people, and I'm still not sure where the line is between boss/worker and "hey, who does she think she is?" Despite the hardships, though, I feel as if I've learned a hundred hard lessons. For instance, that shouting at people does not necessarily make them want to do what you say. And how to rope in people after a break. And how to keep a Board meeting going according to the agenda. All in three months.

It's hard to say how I've most contributed to the Corps this year. I've helped to train the new Corpsmembers in pond study techniques, and of course there's my bond with our computer. Teaching data entry has been entertaining, especially when I got to watch Linda try to move the mouse my waving it around in the air. As I'm just beginning to understand the reasons our organization works as it does, I can see other C'Members making the same

assumptions I made last year. What I hope to continue to contribute is my understanding. If I can explain the philosophy as well as the structure of the Board, then maybe the First-Years won't have to make the same mistakes as we did. If their learning process could be expedited, then by the time I leave in September we could have-gasp-a functional Constitution! No more Monty Python routines during meetings! A cohesive, inclusive group structure, capable of accomplishing the mammoth tasks that we have taken on! Through the excellent guidance of Mr. Mazzulli and Mr. Anderson, I have realized how I can help the Corps as an individual.

What I'd like the most is to be involved in the renovation and management of the Nantasket Pier project. I realize that this is still on the drawing board, but I am excited and hopeful that it will go through. Hull has the most beautiful scenery of anywhere I've ever lived, and I believe that with some kind of community center the town could pull itself together. Without too much of a tangential journey, I'll attempt to explain myself.

The kids in my high school seem much too resigned to their situations. They accept the fact that they are not trusted to go to the bathroom unaccompanied, or to wait in a classroom without a licensed professional. If there were a place for them to gather, where they were treated as important members of society instead of potential criminals, perhaps we could pump some spirit back into the community schools. And if the administrators realized that they held six hundred motivated thinkers rather than ten stars and five hundred ninety sheep, maybe some changes could be made in the school. And then the building would be barraged with positive press, and professionals from the community might want to join in and help. Then we would really be a community, built around a community center. Is this too fantastic?

I realize that all of this will not happen overnight; that it might take decades. But if organizations like the Corps can continue to show the town that Hull kids are capable of great things, then great things will be allowed to happen.

Melissa Stokes 12/3/93

Term Reports 1

My feelings towards the Corp is mixed because when I first joined the Corp I felt left out and not wanted there because we were only going to viedo tape the events, but later on more people accepted the fact that we were going to video tape. Some people I feel still don't want us there I like being in the corp it teaches people responsibility like if you want to get paid you would have to turn in time sheets in on time,with a summary or no paycheck. some of the reason I think that some people don't accepted us is that we are not there all the time, but I thought that we shoul only go to what needs to be veido tape, but know i know that I can do more then what needs to be viedo taped.

My first few months of the corp I didn't do so much work because I was skeptical of what I had to do or what i could do so I just did what I was told to do.Now I wish i did more work.The Corp taught me thing like what South Shore Elderly service did I know little of what they did or who they were,

But now I know what and who they are though I would like to learn more about them and programs like theres I gained form learn about South Shore Elderly Service how to work with elderly and the speakers taught me alot about the things they talked about like the Meals on Wheels,visting nurses and and others they taught me alot about elderly

Melissa Stokes 12/3/93

Term Reports 1 cont.

because besided veido I would like to do gerontology if I could because I'm intersersted in it besides vedio taping the reason is I like working with people and thats what we mainly veido taped but a learned about Straits pond and the problem there and whats being done to help the problem.I liked veido tape though the time I was In the corp which I enjoyed doing but I didn't vedio tape as much as I want to because we didn't know what to vedio tape also When we found out what need to be vedio taped we didn't have a tape all the time which made us feel bad because we could not video tape also we can't always run out to buy a tape.Thed direction I would like to go in is genotoligy and also keep viedo taping. aThe reason as already mentioned us I like what is being done to help tthe elderly which alike to do but haven't get done.I would also like to be in recyling I did that last year as a volunteer untill they stop use them but alike recycling because it was help the e enveriment also it was just fun being there because a Ididn't care if I got paid or not.I would still like to video tape because that why I joined I might still contuie with the Corp if Video every stops I like to video tape the events the corp does but sometimes we don't know what we supposed do. In the years to come I hope I can improve my vido skill Carol,andrea, and I are workimd with Bill maColgoin at the cable Station he is also helping us with are viedo we are doing On handicap accessibilty in Hull high.He will be also teaches us how to use editting equpment alone

Michael Toole

Term Report - due 12.03.1993.

I've been in the Corps. for over two months now. So far, it's been a thoroughly excellent learning experience, and I learn more every day. Here's what I've done so far, peppered with descriptions of my favorite experiences.

We, the fresh-faced new Corps members (myself, Michael, Mike, Liz, Gina, and Duc) started off doing team-building exercises with Dave Mazzulli. Dave's one of the nicest, most enthusiastic people I've ever met. Our first real "bonding" activity was a blindfolding game. I ended up pairing with Michael. I wore the blindfold first, and he was my navigator. After the initial barrage of "No, walk THIS way.", I was walking confidently. We juxtaposed our positions, and he did the same. Suddenly, I realized that the people around me were good people that I could trust.

We then began training and getting to know the senior corps members, all of whom are good people. Julia is a crew leader. I've known her for over three years; she's one of the most intelligent people I know. We get along famously. Chad's another leader - despite the fact that he's insanely busy, he's a nice guy, and I have the utmost respect for him. Peter's a senior member and the resident artist - I've responded well to his cheerful enthusiasm. The other senior members - Ed, Frank, Terrie, Sabrina, and Jessica - are all equally personable, but I reckon it'd take too much space to comment on them all.

Now, on the training: I first got into gerentology, or the study of aging. Our advisor for that subject is Carrie Taylor, an intelligent, articulate woman. So far I've learned extensively of Alzheimer's disease, as well as the other facets of aging, such as medical and social problems that may develop. We got to do role-playing, which was a lot of fun. The other corpsmembers have done yardwork for elders, but I haven't had time yet (I'm busy on tuesdays, when gerentology usually meets).

Then, I got into pond studies, with Linda Beres, who's very environmental-minded and enthusiastic. That's the part I find most fun and interesting; we get to put on big boots and slog around in Straits Pond, scooping up bucketfuls of mud and bottles of water, then taking them back to the lab for water chemistry and midge count. At the rate we're going, we might just get a good, working solution for midge control by the end of this school year. I find it highly educational on the whole.

I've also learned about access which is generally the studies of obstacles that disabled people encounter and how we can remedy them. The advisor in this project is Mi-ra Lee, who amazes me; she somehow manages to be energetic and cheerful despite her obvious reliance on a cane. What we're going to be doing is surveying various public-access buildings and seeing if they're suitable for people with disabilities, according to the ADA law. If they're not, we see what can be done to make them accessible. I greatly enjoy access, and hope to work on it more extensively next year. At the first access meeting, Mi-ra mentioned the fact that the Very Special Arts magazine was looking for contributors, and I quickly offered to write an article. I'm currently working on an article about how hearing-impaired people use computers and modems to communicate easier. Hopefully, the article will be published in the January issue.

As far as overall projects go, I'm currently trying to help Tim Anderson get a few things done; I'm trying to sniff down some inexpensive videoconferencing gear. The initial package that Tim showed me cost approximately $15,000. I soon found a company that offered digital videocon equipment for around $6000. Despite that success, we're still trying to find a lower price. Tim seems to have trouble understanding that it's not possible to simply integrate a computer, modem, and videocamera into one working package, but he's proven patient and extremely helpful otherwise. (I mean, he's sat through my and Eric Barry's techno-arguments more than once.) Other than that, I've been tracking down decent presentation software for the corps, as well as seeing if I can obtain inexpensive projection equipment. Mike also has an idea about a school radio station which seems interesting.

Well, that's about it. It's been excellent so far. I hope things continue this way.

Being a Corps member is a lot of fun. The two months of the training is really worth while. Beside gaining money or cash, I gain the most important is kowledge. My knowledge will be stay the same or gain more, but my money or cash would running out as I spend it. these knowledge I could keep for ever or I could teach other people who is surrounding me in the future and it still in the same.

For example, getting to know more about the elders problem and the studied of the pond and water test. Finally get to know other corps member and the leaders.

Knowing more about the elder problem could help me in the future year. I could help my dad getting through his rainy day or anyone who around me. The things that I learn and I did know something about it is "be patient when you deal with the elder." I have put in a large amount of time in the gerontology. Although I don't know how good I did on it, but the time I spent on I consider for myself an A. One time we help one elder in Hull to clean up her yard and the drive way. That day, everyone work very hard and especially Chad and Terrie. We all help out other Corps member and the job is done within three hours.

In the **Access**, I'm listen carefully and tried to ask questions if necessary. During some exercise, I work inclusively and productively with everyone. Sometime, I event asked some personal question, but it have to do with the Access.

I love **team building** and I really work hard on it and want to get to the top of what is to be done. I learn how to worked with other and more greater is to truss them and could depend on them. I'm do listen in here more than most of other place and found it was very interesting. We did a lot of fun stuffs and I do help other corps member and Mr. Mazzulli when ever they needed me. I all way want to be the first to tried new stuff or do model for those who want to see.

In the **pond** study, I have a great joy of the job. I like to go out and take water sample and do the water test at the lab. At the beginning Peter help me by showing me how to do a water test and where to look for direction or information as needed. I have notice recently that sometime corps member do not work together like a team. At one time, I heard someone said "'one person felt during pond study and the other corps member didn't help that person out like a team.'"

A am lucky, when I got caught in the mud, Linda had helped me out: we both work like a team, even better when she let me wore her wool socks, since it was all wet.

There are few time I heard the languages were spoken and not suppose too. When you tell them to watch there language, they turn back either tell you to shut-up or make fun you. However, this kind of situation doesn't appear in the open wide community. I mean it only being said where there are no other people except the corps member there.

In the future, I probably will choose to do the pond study, access, building and the recycling center. I think it benefit

me many different way of aspects. I like to study science and want to become some kind of a scientist. Since, pond study have to do with science and water test is something I want to know. I want to help the environment by telling other people not to dump or drain the illegal products down the pike. This kind of study will give me another though for my future, if I want to be a scientist.

Duc TRAN

Elizabeth Tringali

First Term Summary

When I was running on the seawall blindfolded and in the hands of Mr. Mazzulli, I didn't know what I was getting myself into. This was my first day on the job, and I had already accomplished my first task: trusting. This job already has taught me how to laugh at myself, to have patience, to be more understanding, and a lot more.

The first trade I was confronted with was gerontology. We had many speakers and I went to a meeting. At this meeting, I learned more about elders than I ever had. They talked about how they live, eat, their everyday problems. I realized how much I take for granted. They were talking about Alzheimer's disease, and I brought up my grandfather and how he forgot where he parked his car at a Bruins game, and had to wait for everyone to leave the parking lot. Everybody laughed-- and it felt really good sharing the story and seeing happy faces.

At around the same time gerontology started up, we were also learning about access. We had a speaker come in named Mi-ra and we played a game called "Tomorrow Morning". In this, you had to choose what disability you would like to have first and what you would like to have last, if you were to wake up the next morning with a disability. Almost everyone picked alcoholism for their first. We talked about it the longest, so we never got to my last choice, but she came in again to talk about it. My last choice was

blindness. We put things of all kinds over our eyes and had to rely on our other senses. I think a lot of us take sight for granted.

Also in access a few of us went to a two-day training session to be a community access monitor. We learned about many laws enforcing disability rights and measurements for a building, or anything to be accessible. I got up and talked to everyone about what the Hull Environmental and Service Corps. does, and Hull was applauded, which made me fell really good about myself and everyone in the Corps. We went into the Salem Town Hall and measured doorways, bathrooms, and just about everything to see if it was accessible or not. I made many friends.

When the pond project was introduced to us, I couldn't attend on Sundays and this is when they do all the water testing. I was in when we were talking about limiting factors and ecosystems. I contributed a lot to this because I knew a lot on the subject from paying attention in Mr. Doniger's science class last year. I also noticed how great a debate team we are.

In the recycling project, I haven't been to the center yet, but we did make paper with a paper making machine. I also read up on what, where, and how to recycle and I want to get involved a lot more.

We just started tree-planting with Mrs. Leary around Hull and it is very frustrating, because every time we come up with a place to plant a tree, we can't because there

would be too many problems such as wind, flooding, salty air and much more. I want to plant trees so I definitely want to stick with it.

What I like most of all is the board meetings we have. Here, it doesn't matter what your rank in the Corps is because we all get treated equal. At the meeting we talk about new experiments and projects that are going on and we all express our feelings on them. There is only on problem with them, and that is they are too damn short!!

There is one project I really want to do, but I have been told it costs a lot of money. This project is rebuilding the wetlands in Hull on Newport Road. It is a big marsh and I would like to restore it and put new clam beds in.

Jessica Wholley December 3, 1993

Term Report
Hull Environment and Service Corps

The beginning of the 93-94 year of the Hull Environment and Service Corps seemed to me like it started out slow. The new Corps members kind of kept their distance from second year members. After a few weeks everyone seemed to blend together and enjoy each others company. I like meeting new people and helping them learn with what I have learned in the past with the Corps. I think the new Corps members are great people and eager to learn. They are a good example of how people in the Corps should be.

The schedule for working on Strait's Pond was not handled all that well. Sundays are the days that we do full days at the lab, and a lot of new Corps members had trouble with meeting on that particular day. There still are a couple of new Corps members who have yet worked on pond studies. Now that everyone will soon be arranging their new work schedule, everything should work out. I am extremely impressed with how the board meetings are being run. Everyone is very mature and cooperative. I hope it continues to be handled this way.

Although I enjoy working on Strait's Pond studies, I wish there was a way I could get involved in a program, possibly it would involve the access program. I would enjoy working with children with disabilities. Not just physical disabilities, but also mental. I am still unsure on how I would set up this

program, or even if I ever will. I hate playing in a leadership role, and I'm extremely bad at it. It was just an idea that maybe future Corps members would want to look into and maybe start.

I think the entire second year Corps members have equally contributed in setting up projects, helping the leaders, and purring their best effort into making things work out for the best. It makes me feel good when one of the leaders asks me to help a new member, or answer a question they had. It makes me feel more important to the Corps, that I am actually helping someone else. The first year Corps members have also contributed into the Corps in a big way.

This will be my last year with the Hull Environment and Service Corps, (unfortunately) but I hope that the first year members continue their last term next year, and I hope the Corps continues through the years for future Environment and Service lovers.

[illegible]

[illegible] Year Paper

During the summer, as the [illegible] school year approached, I looked [illegible] high expectations on continuing my work during the second year of the corps. I was eager to see what the new corps members would bring to the project, and the new ideas that would take shape because of them. Undoubtedly, I looked upon the new year with hopes that corps events, specifically board meetings, would be handled with more maturity by the new and the second year corps members. However, with ample experience from last year's meetings, I was thoroughly prepared to do my best to keep the meetings on a professional and productive level.

During the summer I began to brainstorm about ideas for my own project for the year. Eventually, being partially inspired by the Arab-Israeli Peace Accord, I chanced upon a concept that truly excited me. The general idea of the project would be to bring together two groups of people, who, for one reason or another are in conflict with each other and through a short term camp-like setting, teach these groups to accept and work with one another. This could be done by integrating the many resources of the area, such as the Harbor Islands, the Hull Environment and Service Corps, Boston, and Hull's many resources, into projects, community service, and other events. These events would promote team building, acceptance, and a feeling of unity. The groups of individuals could vary greatly; from Hull-Cohassett students, homosexual-heterosexual students, black-white teens, or even Israeli-Arab students. The plans are slowly gelling in my mind, and I would like to begin to speak with people in a similar field, so that I can begin to focus on the outline of the project.

This year I decided to participate in some additional projects in the corps. I had a chance to write the corps reports, get credit for it, and built more successful and strong relationships with corps members and this year's re reports. I planned to work with the geneology group hopefully, trying to bring the environment and the service sections of the corps together. On a similar idea, I undertook the task of organizing a group of corps members to paint the lab. The job brought together new and old members, as well as students from different branches of the corps, and helped to build a feeling of "patriotism", by successfully completing a challenging task. Also, during the actual painting of the building, a situation arouse where a relatively important decision needed to be made. By taking the initiative, and making the decision myself, I feel that I set a positive example for the rest of the corps members. While helping the new corps members learn about the environmental projects of the corps, I feel that I participated in expanding their knowledge, as well as set up a precedent where corps members could work with me as a friend and a peer rather than a teacher.

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